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ABSTRACT

In winter 1994, a study was conducted at Miami-Dade Community College (M-DCC), in Florida, to determine students' perceptions of the college's educational goals. Surveys were distributed to students in 200 courses, representing 5% of all classes offered in the term. Using a 5-point scale, students were asked to rate both the importance of 20 educational goals frequently pursued by higher education institutions and their level of satisfaction with M-DCC's attainment of those goals. Surveys were returned from 168 classes for a final sample of 1, 476 student responses. Study findings, based on averaged student ratings, included the following: (1) college-wide, 19 of the 20 goals received ratings above 4.0 in terms of their importance; (2) the five most important goals were maintain high academic quality, prepare students to communicate effectively, maintain an excellent reputation, prepare students for a career upon graduation, and provide students with the opportunity to become broadly educated; (3) over 60% of students agreed that M-DCC addressed these top five goals; (4) no goal item received a disagreement rating of 20% or more; (5) over 83% (n=982) of students were either somewhat or very satisfied with their Miami-Dade experience; (6) students at all sites generally expressed satisfaction for goals related to academic quality; and (7) at the InterAmerican Center instructional site, however, at least 20% of respondents disagreed that M-DCC fulfilled 11 of the 20 goals. (Tables of responses college-wide and by campus and the survey instrument are included.) (KP)

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ENROLLED STUDENTS' EVALUATION OF MIAMI-DADE COMMUNITY COLLEGE EDUCATIONAL GOALS

Research Report No. 94-12R

September 1994

Institutional Research

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ENROLLED STUDENTS' EVALUATION OF MIAMI-DADE COMMUNITY COLLEGE EDUCATIONAL GOALS

Research Report No. 94-12R

September 1994

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Abstract

This report presents the findings of the Enrolled Student Survey - Goals (ESS-G) administered to students enrolled in M-DCC courses during the Winter Term of 1993-94. Students generated the following two independent ratings for each of 20 educational goals frequently pursued by higher education institutions using a 5-point Likert scale: 1) the importance of the goal for their "ideal" college; and 2) their level of satisfaction with M-DCC's attainment of the goal. Students also rated their overall level of satisfaction with their M-DCC experience. Results summarize this student feedback at the college- and campus-wide level, and for two outreach centers (InterAmerican Center and Hialeah Center).

Five percent (5%) of all classes offered during the Winter Term 1994 were randomly selected to be in the sample; approximately 10% of classes were selected for Homestead Campus and Hialeah Center to compensate for lower enrollment at those two sites, resulting in a final sample of 200 classes. Students enrolled in the sampled classrooms completed the ESS-S during their class time; 168 classroom packets were returned, equal to 84% of the entire sample (n=1,476 student responses).

Respondents' characteristics approximated the actual proportion of students attending each campus and major center. The sample was also comparable to the entire M-DCC student body for the Winter Term 1994 with respect to gender, ethnicity, and age. The sample varied significantly regarding the number of part- and full-time students, with nearly two-thirds (64%) of students reporting they were enrolled full-time.

Results for the research questions addressed in the report are as follows:

1. **What goals do students college-wide believe should be pursued by their "ideal" college?**

   Student ratings were averaged to obtain a mean rating ranging from 1.00 to 5.00; higher mean ratings indicate students more highly value the goal for their "ideal" college. College-wide, mean ratings for all but one of the 20 goals are above 4.0, ranging from 3.97 to 4.51; students evaluated all 20 goals as important attributes of their "ideal" college.

   The five most highly rated goals were "maintain high academic quality," "prepare students to communicate effectively, both in oral and written form," "maintain an excellent reputation," "prepare students for a career upon graduation," and "provide students with an opportunity to become broadly-educated."

2. **To what degree do students believe that Miami-Dade addresses each of these goals?**

   Over 60% of students agreed that M-DCC addressed the top 5 goals identified for their ideal" college. Additionally, over 60% agreed that M-DCC addressed the following ten goals: "prepare students for transfer to a four-year college (74.6%),"

"offer continuing education programs (73.4%)," "teach skills to identify problems, evaluate evidence, and pursue solutions (62.1%)," provide a variety of experiences beyond lectures and labs (internships, independent study, cooperative education, community services, etc.) (62.8%)," "teach basic skills in reading, writing and math (84.1%)," "help students acquire depth of knowledge in major academic discipline (63.5%)," "provide students with an awareness of different philosophies, cultures, and ways of life (65.9%)," "offer programs that are completed in two years (74.2%)," "provide core courses that expose students to a variety of academic disciplines (66.2%)," and "provide extracurricular activities such as student government, theater productions, music groups, etc. (64.7%)." No goal item received a disagreement rating of 20% or more.

3. **How do students rate their overall level of satisfaction with Miami-Dade Community College?**

Over 83% (n=982) of students reported they were either "somewhat satisfied" or "very satisfied" with their Miami-Dade experience. The college-wide mean satisfaction rating was 4.06, equivalent to a "somewhat satisfied" rating. Campus/center mean ratings ranged from 3.49 (Hialeah Center) to 4.30 (InterAmerican Center). Overall, students appear to be satisfied with their experience at Miami-Dade Community College.

4. **How do students at each campus and major outreach center rate Miami-Dade goals relative to their "ideal" college?**

Although there was some variation, results among instructional sites were comparatively similar. In addition, the campus-level trends mirror those obtained at the college-wide level. Students at all sites consistently generated high ratings for those goals emphasizing the academic quality available at Miami-Dade, as well as the overall reputation of the college. Students also believe that Miami-Dade pursues the following goals for the benefit of students: the cultivation of effective communication skills, career preparation upon graduation, and the opportunity for a broad-based education complemented by the acquisition of in-depth knowledge in a discipline. Students favor the provision of varied learning options, including two- and four-year programs, as well as continuing education programs and varied learning experiences beyond the classroom.

Students at each instructional site were generally positive regarding Miami-Dade's attainment of the educational goals they rated; an exception was InterAmerican Center, where at least 20% of students disagreed that Miami-Dade fulfilled 11 of the 20 goals.

The report should be accessed for more detailed campus-level information. In addition, tables and bar graphs are provided that summarize the findings at both the college-wide level and for each instructional site.

ENROLLED STUDENTS' EVALUATION OF MIAMI-DADE COMMUNITY COLLEGE EDUCATIONAL GOALS

Introduction

This report presents the findings from the Enrolled Student Survey - Goals (ESS-G) administered to students enrolled in Miami-Dade Community College credit courses during the Winter Term of 1993-94. The purpose of this survey was to tap the attitudes of students regarding those goals that frequently guide the development and promote the mission of institutions of higher learning, and to evaluate their level of satisfaction with Miami-Dade's attainment of these goals. Classroom sections offered at various times throughout the day and evening were randomly selected as part of the sample for this study. Miami-Dade students enrolled in the sampled classrooms completed the Enrolled Student Survey - Goals form during their class time.

The administration of the Enrolled Student Survey - Goals form constitutes one phase of a three-phase data collection system currently being developed at Miami-Dade. The three components of this information-gathering system are:

1. The Entering Student Survey (EntSS), administered to students upon their admission and successful entry into Miami-Dade. By assessing students with the EntSS, the college can identify students' expectations and aims as they begin their college program. This survey effort is currently under development.

2. The Enrolled Student Survey (ESS), administered to currently enrolled Miami-Dade students who are actively pursuing their academic and vocational goals. The ESS allows student satisfaction to be gauged while students are availing themselves of college programs and goals. The ESS has two forms, one assessing student satisfaction with goals, and the other with services.

3. The Graduating Student Survey (GSS) - administered to Miami-Dade students who have applied for graduation, which allows students to provide a summative assessment of their entire Miami-Dade experience (see Research Report No. 93-10R).

This information-gathering system can serve as a feedback mechanism to provide information from students to decision-makers throughout the course of their program. Information gathered from these surveys evaluates student perceptions of the effectiveness of long-range college goals and existing programs and services, which can be used to promote enhanced long- and short-term comprehensive planning.

The present report focuses on the Enrolled Student Survey - Goals. Results are summarized for the college-wide sample and for each of the five major campuses, as well as for two outreach centers (InterAmerican Center and Hialeah Center). The following research questions are addressed in this report:

1. What goals do students college-wide believe should be pursued by their "ideal" college?

2. To what degree do students believe that Miami-Dade addresses each of these goals?

3. How do students rate their overall level of satisfaction with Miami-Dade Community College?

4. How do students at each campus and major center rate Miami-Dade goals relative to their "ideal" college?

Method

Background of the Study

A previous form of the Enrolled Student Survey - Goals was administered to Miami-Dade students during the Winter semester of the 1987-88 academic year. The purpose of this college image survey was to assess those functions students identified as important for a community college to perform and rate how Miami-Dade fared relative to these desirable functions. Students rated those goals and services they believed were important to their conception of an "ideal" college, and then rated Miami-Dade's performance of these functions relative to their ideal college. The college image surveys were given to students in sampled classes but completed outside of class, resulting in a 40% return (1,903 responses).

The reader is invited to peruse the results of this survey, which are available in summary form in Research Report No. 88-25. Direct comparisons of agreement ratings are not advised since the midpoint of the rating scales differed and the 1988 sample contained considerable self-selection. The pattern of major findings is important, however. Students in 1988 generally rated several Miami-Dade goals favorably, including the importance of acquiring a broad-based education and greater depth of knowledge in a major academic discipline. Students also valued the cultivation of effective oral and written communication skills, and valued high academic quality and an excellent reputation for their educational institution. Finally, students desired assistance in identifying and pursuing their personal goals, as well as the provision of continuing education programs. Less highly rated goals included more specific skills, such as the acquisition of basic skills in reading, writing, and math, an enhanced awareness of different philosophies and cultures, and "hands-on" types of learning experiences.

The study described within this report utilized a survey instrument similar to that used in the earlier study. However, whereas students were previously administered a lengthier and more extensive survey combining all educational goals and services for their evaluation, students in the present study completed only one of two forms composed of either goals or services. This report summarizes the results generated by those students who evaluated goals with respect to their ideal college and Miami-Dade Community College.

Instrumentation

The Enrolled Student Survey - Goals (ESS-G) is a one-page two-sided standardized survey form developed at M-DCC and printed by National Computer Systems (NCS). A copy of the Enrolled Student Survey - Goals is found in Appendix I. The ESS-G form was designed so that students could record their responses directly onto the survey form. Completed survey forms were scanned and responses were entered onto a computer disk. These data were then uploaded to the Miami-Dade IBM mainframe system and analyzed using the Statistical Analysis System (SAS).

Side 1 of the ESS-G contained items that requested respondents to provide information on several identified demographic variables including their age, gender, ethnicity, home campus or outreach center, number of credits completed, M-DCC grade point average (GPA), number of hours employed per week, enrollment status as either part or full-time students and day or evening students, whether they had completed College Preparatory and/or English as a Second Language (ESL) courses, whether they were seeking a degree from M-DCC, and if so, what type of degree, and highest degree they sought to obtain in their professional life. This demographic and enrollment information was used to describe the sample and collect additional information regarding the research questions.

Side 2 of the ESS-G consisted of a list of 20 general goals identified because they were representative of goals typically pursued by higher education institutions. These items comprised several goals, including "maintain high academic quality," "develop student leadership qualities," "teach skills to identify problems, evaluate evidence, and pursue solutions," and "offer programs that are completed in two years." Students rated each of these goals using a 5-point Likert scale ranging from 1 = "strongly disagree to 5 = "strongly agree," with the middle position represented by 3 = "uncertain."

Students were asked to generate two independent ratings for each of the 20 goals by evaluating the goal with respect to the following two dimensions:

1. Their "ideal" college - wherein students evaluated the importance they would ascribe to the goal according to their conception of the ideal college; and

2. Miami-Dade Community College - wherein students evaluated whether M-DCC satisfied the goal.

An additional item on the ESS-G requested students to rate their level of satisfaction with their M-DCC experience, using a 5-point Likert scale ranging from "very satisfied" to "very dissatisfied," with the middle position represented by "indifferent." This information was intended to provide a useful barometer of overall student satisfaction with Miami-Dade.

Data Collection and Analysis Procedures

Miami-Dade Community College classes offered during the Winter semester of the 1993-94 academic year were used as the basis for the sample in order to facilitate data collection procedures, ensure the highest possible return of student responses, and most accurately represent the population of students enrolled at the college. A computer-generated random sample of classes selected 5% from the master list of all classes offered at all five campuses and two major outreach centers (InterAmerican and Hialeah). At the request of decision-makers, a sample of approximately 10% of classes was drawn for Homestead Campus and Hialeah Center in order to compensate for the lower enrollment at those two sites and provide enough responses for analysis.

These procedures resulted in the identification of 200 classes that were sampled college-wide: 54 at the North Campus, 66 at Kendall, 33 at Wolfson, 12 at Medical, 9 at Homestead, 13 at InterAmerican Center, and 13 at Hialeah Center. In addition, the computer-generated listing of randomly selected courses included alternate classes for each site in case the instructors declined to participate in the study.

Instructors received a memorandum from the Dean of Institutional Research informing them of the upcoming data collection effort prior to receiving the survey. A copy of this memorandum is found in Appendix 2. Instructors had the opportunity to decline participation in the study. Only 12 faculty members declined to participate and alternate instructors were identified for nine of these 12 instructors.

Participating instructors received a packet of questionnaires through inter-office mail two weeks after agreeing to participate in the study. A copy of the accompanying memo, detailing administration instructions to participating instructors, is available in Appendix 3. The ESS-G surveys were then administered to students attending class on the prescribed day and collected by the instructor. Instructors returned a packet of completed ESS-G forms and any additional uncompleted forms to the Office of Institutional Research.

Instructors were originally provided with a two-week window in which to return the completed surveys. At the conclusion of this two-week period, 119 course instructors (59.5%) had returned the completed survey forms. In order to optimize the return rate, instructors were informed they could return the completed packet of survey forms anytime throughout the final week of the Winter semester. This extended due date resulted in the final return of 168 classroom packets, equal to 84% of the entire sample (n=1,476 student responses). This unusually high return rate suggests that the sample was fairly representative of the Miami-Dade student population, and enhances the likelihood of accurate interpretation of the results.

Results

Demographics of the Sample

Table 1 presents the demographic breakdown of the sample across several variables. Table 1 is composed of two columns: the first column describes the demographics of the study sample, while the second column presents the demographics for the population of Miami-Dade students enrolled during the Winter semester of 1994 when the study was conducted. The enrollment demographics are from M-DCC's data files, whereas the sample demographics are self-reported by respondents.

Inspection of Table 1 indicates that the sample of respondents closely approximates the actual proportion of students attending each campus and major center during the Winter, 1994 semester. Students from North Campus and Kendall Campus are slightly over-represented in the sample, while students from Wolfson Campus and InterAmerican Center are slightly under-represented compared to the actual Winter Term course campus enrollment. In addition, the gender, ethnic, and age distribution of the sample corresponded relatively well with the actual population of Miami-Dade students, with some slight exceptions. Females and students aged 20-25 years were slightly over-represented in the sample, while White non-Hispanic students were slightly under-represented. Finally, the proportion of older students was lower than would be typically expected in the college population. This may be because day classrooms comprised the

largest proportion of sample classrooms, while older students may be more likely to attend evening classes.

Data in Table 1 also suggest that the demographic profile of respondents is fairly comparable to the profile of all Miami-Dade students regarding degree type and cumulative credits earned. Students seeking the Associate in Arts and Associate in Science degree were both slightly over-represented in the sample, while a lower proportion of non-degree-seeking students completed the survey.

Overall, the sample appears to be fairly representative of typical Miami Dade enrollees for the Winter Term of 1994, with one significant exception. Nearly two-thirds (64%) of students reported that they were enrolled full-time, which contrasts strongly with the actual figures for the Winter Term enrollment. In any given term, approximately one-third of Miami-Dade students are enrolled on a full-time basis, with the remaining two-thirds attending courses on a part-time basis.

There are two possible factors that may account for this difference in the samples. First, because more day students were enrolled on a full-time basis, they were more likely to be selected. Second, students were asked to report whether they attended Miami-Dade on a part versus full-time basis, but were not provided with an explicit operationalization of the number of credits required to be classified as a full-time student (12 credits or more). Thus, students who were enrolled for fewer than 12 credits may have identified themselves erroneously as full-time students.

Additional Characteristics of the Sample

This section presents additional data describing attributes of the sample. Table 2 presents results for these items where comparable Winter Term enrollment data was not available. Over two-thirds of the sample (68.5% or 981 students) primarily attended Miami-Dade classes during the day, while the remaining 31.5% (n=451) of respondents reported that they were primarily taking courses during the evening.

Students were also asked to identify the highest degree they were seeking throughout their academic career. This item served as an indicator of long-term educational aspirations and expectations. The results indicate that 13.7% of students were seeking either a vocational certificate or an Associate degree as their terminal degree. Almost 30% of students desired to obtain a Bachelor's, while almost 55% of students wanted to earn a post-graduate degree at the Master's or higher level. If these two figures are aggregated, the results indicate that 84.6% of Miami-Dade students would like to earn a Bachelor's degree or higher. This finding suggests that the majority of Miami-Dade students have long-range educational aspirations and attend Miami-Dade as part of their plan to pursue these aspirations.

Data regarding the employment status of respondents indicate that 82% of students were working, and only 18% of Miami-Dade students were not employed. Over 23% of students worked between one and 20 hours a week, while over 43% reported that they work between 21 and 40 hours per week. It is interesting to note that 15% of respondents worked more than 40 hours per week while attending classes at Miami-Dade. A separate report will be published on the demographics, educational aspirations, and overall satisfaction of working students at M-DCC.

Research Questions

This section describes the results of the four research questions that are the central focus of this study.

1. **What goals do students college-wide believe should be pursued by their "ideal" college?**

Recall that students used a 5-point agreement rating scale to rate each goal with respect to its relevance to their ideal college. For ease of interpretation, responses of "strongly disagree" (1) and "disagree" (2) were aggregated into a single "disagreement" category, while "strongly agree" (5) and "agree" (4) were aggregated into an "agreement" category.

Student ratings were averaged to obtain a mean rating, with higher mean ratings indicating that students more highly valued the importance of the goal to their "ideal" college. The range of possible mean ratings was between 1.00 and 5.00. The 20 goals presented in Table 3 have been rank ordered from highest to lowest mean rating.

Inspection of Table 3 indicates that the mean ratings of all but one ("develop an appreciation of music, drama, and the fine arts") of the 20 goals are above 4.0, ranging from 3.97 to 4.51. Evidently, students believed that all of the goals were important factors when considering the attributes of their "ideal" college. It should be noted that there was very little variation among mean ratings. The difference between the goal rated most highly and second most highly was one-hundredth of a point. The results should be carefully interpreted with the understanding that these very slight variations may not represent substantive differences in student opinions of the goal.

Two goals were rated most highly by students college-wide, both generating a mean rating of 4.51: "maintain high academic quality," and "prepare students to communicate effectively, both in oral and written form." Over 91% of students agreed that these were important goals for their "ideal" college.

The goal obtaining the next highest mean rating for the ideal college is "maintain an excellent reputation," which obtained an agreement rating of 90.3%. This result is also in accord with the findings of the Graduating Student Survey report, in which over 50% of all students at all campuses reported that they attended Miami-Dade partly because of its reputation. "Prepare students for a career upon graduation," and "provide students with an opportunity to become broadly-educated" were tied in the ranking and occupy fourth and fifth place. Over 90% of students agreed that both of these goals were attributes of their conception of an "ideal" college.

The five goals that obtained the lowest mean ratings for the ideal college are (in descending order): "provide skills that enable students to make more money," "provide core courses that expose students to a variety of academic disciplines," "provide

extracurricular activities such as student government, theater productions, music groups, etc.," "help students clarify concerns regarding values and their significance," and "develop an appreciation of music, drama, and the fine arts." It appears likely that these goals were less highly rated by the overall group of students because they are goals designed to meet only the needs of select groups of students. Evidently, students are somewhat less concerned with obtaining a broad education emphasizing the liberal arts, opportunities for extracurricular activities, and assistance in value clarification. It is also important to remember that the range of mean ratings was comparatively narrow; four of the five lowest rated goals still obtained a mean agreement rating of greater than 4.20, and obtained an agreement rating of over 83%.

2. **To what degree do students believe that Miami-Dade addresses each of these goals?**

The purpose of this research question is to evaluate the degree to which students believe Miami-Dade Community College addresses those goals they deem to be important for their "ideal" college. After students rated the 20 goals for their "ideal" college, they used a 5-point agreement scale to complete the following stem - "I believe Miami-Dade Community College does ..." for each of the 20 goals. Responses were summarized such that student agreement ratings of "strongly disagree" and "disagree" were combined to create a "disagreement" rating, while ratings of "strongly agree" and "agree" were aggregated to form an "agreement" rating.

Three major analyses were performed to address this research question for the college-wide group. The same analyses were replicated for each instructional site and are reported in the section addressing research question 4. Table 3 presents the findings for the college-wide group for these three analyses.

The first analysis identified the proportion of students who were satisfied that Miami-Dade had attained the educational goals they were asked to rate for their "ideal" college. For our purposes, an endorsement of "agreement" by 60% or more of students is considered favorable and is highlighted in Table 3 and all subsequent tables.

The results indicated that over 60% of students agreed that Miami-Dade addressed the top five goals identified for their "ideal" college. Additionally, over 60% agreed that M-DCC does "prepare students for transfer to a four-year college" (74.6%), "offer continuing education programs" (73.4%), "teach skills to identify problems, evaluate evidence, and pursue solutions" (62.1%), "provide a variety of experiences beyond lectures and labs (internships, independent study, cooperative education, community services, etc.)" (62.8%), "teach basic skills in reading, writing and math" (84.1%), "help students acquire depth of knowledge in major academic discipline" (63.5%), "provide students with an awareness of different philosophies, cultures, and ways of life" (65.9%), "offer programs that are complete in two years" (74.2%), "provide core courses that expose students to a variety of academic disciplines" (66.2%), and "provide extracurricular activities such as student government, theater productions, music groups, etc. (64.7%)." Only five goals failed to receive an endorsement of 60% or more, and most of these were considered less important for the "ideal" college.

The second analysis performed to address this research question identified those goals that students believed Miami-Dade addressed in a less satisfactory manner. Thus, the proportion of students who disagreed when rating the goal was identified. A rating of "disagreement" suggests that students had concerns regarding either Miami-Dade's pursuit of or attainment of the goal. As a useful rule of thumb, goals for which by one-fifth (20%) or more students disagreed suggest areas that might benefit from closer examination by decision-makers. These are highlighted in Table 3 and in all subsequent tables.

Inspection of Table 3 indicates that none of the 20 goals obtained a disagreement rating of 20% or more, suggesting that students believed that all 20 goals are addressed satisfactorily by Miami-Dade Community College. This is a positive finding and contrasts slightly with students' ratings of services (provided in R.R. No. 94-10R), wherein six of 21 services received disagreement ratings of more than 20%.

Because these two analyses utilize student agreement/disagreement ratings, certain guidelines are useful in interpreting the findings. First, with very few exceptions, a considerably higher proportion of students agreed that these goals were important relative to their conception of an "ideal" college as compared to their actual college experience. Students appear to support the notion that, theoretically, the "ideal" college should pursue all of these goals. Therefore, "ideal" college mean ratings will nearly always be higher than Miami-Dade mean ratings.

Interpretation of student agreement/disagreement ratings of goals may also be affected by the proportion of students who have endorsed "uncertain," because "uncertain" ratings are open to several interpretations. For example, students may: 1) be unfamiliar with the goal; 2) be unclear about its purpose; and/or 3) may perceive the goal as unnecessary for their personal success. When a comparatively high proportion of students endorse "uncertain" for a given goal, results should be interpreted more judiciously. An example of this principle may be found in Table 3, where "provide skills that enable students to make more money" obtained an agreement rating of 53.9%. However, nearly 32% of students also described themselves as "uncertain" regarding this goal, implying that a number of students were unable to make an evaluative judgment about the goal. Had a much lower proportion of students endorsed "uncertain," say 14%, the comparatively low agreement rating of 53.9% may have been a more potent indicator of student satisfaction. It should be noted that a goal obtaining a high "uncertain" rating may be less strongly endorsed as important by students.

The third analysis addressing this research question used student mean agreement ratings for both the "ideal" college and Miami-Dade Community College for each of the 20 goals. The arithmetic difference between the two means was obtained for each goal, yielding the discrepancy between the ratings students assigned to their "ideal" college and to Miami-Dade. Table 3 provides the mean ratings for both the "ideal" college and Miami-Dade Community College for each of the 20 goals. The discrepancy between means may be found in the row beneath both mean ratings for each goal, and is hereafter labeled "D" throughout the remainder of this report and in the tables.

These procedures permitted a type of discrepancy analysis to be conducted for each of the goals. However, there are some important caveats to consider when examining discrepancies between mean ratings. First, in almost every instance, Miami-Dade will obtain lower ratings than students' conception of an "ideal" college. Therefore, interpretation of the results should center on examining the size of the discrepancy between students' "ideal" college mean rating and their Miami-Dade mean rating. Second, a logical rationale should be provided when identifying cutoffs between discrepancies. A rule of thumb advocated herein is the identification of those goals where the discrepancy between the "ideal" college mean rating and the Miami-Dade mean rating is 1.00 or greater. This figure represents a full rating point and a discrepancy of this size should be examined more closely. Discrepancies of 1.00 or greater are shaded in Table 3.

Figure 1 presents a horizontal bar graph which allows those goals exhibiting large discrepancies between ideal college and Miami-Dade student mean ratings to be readily identified. The horizontal axis represents the range of mean ratings and is scaled from 0.00 to 5.00. The graph is composed of 20 bars, representing each goal rated by students in order of importance for an "ideal" college. Each bar is composed of both shaded and unshaded segments. Shaded segments represent student mean ratings of Miami-Dade goals; unshaded segments indicate differences between ideal college and Miami-Dade mean ratings. The arithmetic difference between these two means is printed within the unshaded segments. Subsequent figures are provided for each instructional site profiled within this report.

The third analysis indicated that none of the goals obtained a discrepancy of 1.00 or greater between mean ratings of the "ideal" college and Miami-Dade Community College. This is a very positive finding and suggests that students believe Miami-Dade is pursuing those goals identified as important for their "ideal" college in a satisfactory manner. The first two analyses indicated that 60% or more of students agreed that Miami-Dade addressed 15 of the 20 goals they were asked to rate, and none of the goals obtained a disagreement rating of 20% or more. The results of these three analyses

indicate strongly that students are satisfied that Miami-Dade is pursuing those educational goals they believe should be pursued by their "ideal" college.

3. **How do students rate their overall level of satisfaction with Miami-Dade Community College?**

Students also responded to the following item on the ESS-G survey form, "How satisfied are you with Miami-Dade Community College?" Students responded to this item using the following 5-point rating scale: 1="very dissatisfied"; 2="somewhat dissatisfied"; 3="indifferent"; 4="somewhat satisfied"; and 5="very satisfied." Responses to this item were only obtained for 1,174 (79.5%) of the 1,476 respondents. It appears likely that the item's placement on the lower left-hand side of the survey form caused some students to ignore or overlook the item. Therefore, the results for this question should be interpreted cautiously.

Results are provided for the overall college sample and each of the instructional sites in Table 4. The college-wide mean satisfaction rating was 4.06, slightly higher than 4.00, which is equivalent to a "somewhat satisfied" rating. Overall, students appear to be satisfied with their experience at Miami-Dade Community College. Over 83% (n=982) of students reported they were either "somewhat satisfied" or "very satisfied" with their Miami-Dade experience. This is a positive finding that is more significant in the context of the high return from the sample, suggesting that the majority of Miami-Dade students are satisfied with their college experience.

Results are also reported for each of the instructional sites. The results indicate that campus/center mean ratings ranged from 3.49 (Hialeah Center) to 4.30 (InterAmerican Center). The campus means were all at least 4.00, with the exception of Hialeah Center and North Campus which obtained a mean rating of 3.93. These ratings indicate that the college-wide mean ratings were substantively duplicated at the campus/center level, with the majority of instructional site mean ratings still within range of the 4.06 college-wide mean rating.

4. **How do students at each campus and major outreach center rate Miami-Dade goals relative to their "ideal" college?**

The purpose of this question was to provide information profiling the evaluations of students attending each of the five major campuses and two major outreach centers, InterAmerican Center (affiliated with Wolfson Campus) and Hialeah Center (affiliated with North Campus). The information provided here is designed to facilitate comprehensive planning and decision-making efforts at each of these instructional sites. The ultimate goal would be to identify those goals most highly valued by students, so that decision-makers could ensure that services designed to meet these goals would be provided for students at their campus/center.

In order to provide useful information to site-based decision-makers, supplementary tables are included for the major results for each site, and highlights are noted below. A table presenting the percentage of student agreement/disagreement and mean ratings for the 20 goals is provided for each campus/center, as well as a bar graph that visually summarizes the mean rank order of goals for each instructional site.

<u>North Campus</u>

Inspection of Table 5 and Figures 2a and 2b indicates that the range of North Campus student mean ratings for the "ideal" college was from 3.88 to 4.50, while the range of North Campus student mean ratings for Miami-Dade goals was from 3.53 ("develop student leadership qualities") to 4.23 ("teach basic skills in reading, writing and math"). These figures indicate that no goal obtained a mean rating lower than 3.00, while 19 goals obtained mean ratings greater than 4.00. It should be noted that the number of students selecting "uncertain" is also included in the calculation of mean ratings.

The highest five goals rated by North Campus students along the "ideal" college continuum were (in descending order): "maintain high academic quality" (4.50), "prepare students for a career upon graduation" (4.49), "prepare students to communicate effectively, both in oral and written form" (4.49), "maintain an excellent reputation" (4.47), and "provide students with an opportunity to become broadly-educated (4.46)."

Over 60% of students agreed that North Campus addresses the top five goals of their "ideal" college. Additionally, over 60% agreed that North Campus addresses the following 10 goals: "teach basic skills in reading, writing and math" (84.4%), "prepare students for transfer to a four-year college" (73.3%), "provide assistance in identifying personal goals and develop means of achieving them" (62.6%), "teach skills to identify problems, evaluate evidence, and pursue solutions" (65.6%), "help students acquire depth of knowledge in major academic discipline" (68.5%), "offer continuing education programs" (72%), "provide students with an awareness of different philosophies, cultures, and ways of life" (71.9%), "provide core courses that expose students to a variety of academic disciplines" (69.7%), "provide extracurricular activities such as student government, theater productions, music groups, etc." (69.5%), and "offer programs that are completed in two years (72.5%)."

This wide range of goals indicates that North Campus students believe that the campus provides them with essential college-level skills in basic areas such as reading and writing, as well as critical thinking and problem-solving skills. North Campus students are also satisfied that the campus provides them with two-year programs that will facilitate their transition to an upper-division institution, allow them to specialize in a major discipline, yet expose them to other academic disciplines. North Campus students also agree that the campus provides opportunities for alternative learning experiences, including extracurricular activities and continuing education programs. Finally, students believe that North Campus allows them to identify and pursue their personal goals.

None of the goals obtained disagreement rating of 20% or more. In addition, none of the goals rated by North Campus students obtained mean discrepancies of 1.0 or greater between the "ideal" college rating and the Miami-Dade rating. These findings suggest that North Campus students overwhelming agree regarding the importance of the educational goals they were asked to evaluate, and believe that North Campus addresses the majority of these goals.

Kendall Campus

Table 6 and Figures 3a and 3b present the findings for Kendall Campus. The range of mean ratings for "ideal" college goals was from 3.99 to 4.57. The range of mean ratings for Miami-Dade goals was from 3.41 ("provide assistance in identifying personal goals and develop means of achieving them") to 4.22 ("teach basic skills in reading, writing and math"). No goal obtained a mean rating lower than 3.00; 19 goals obtained a mean rating of 4.00 or greater.

The highest five goals rated by Kendall Campus students along the "ideal" college continuum were (in descending order): "prepare students to communicate effectively, both in oral and written form" (4.57), "maintain high academic quality" (4.53), "prepare students for transfer to a four-year college" (4.53), "provide students with an opportunity to become broadly-educated" (4.52), and "maintain an excellent reputation (4.49)."

Over 60% of Kendall Campus students agreed that the campus addressed the top five goals identified for their ideal college. Additionally, over 60% of students agreed that Kendall Campus addresses the following 10 goals: "prepare students for a career upon graduation" (61.2%), "offer continuing education programs" (73.9%), "teach basic skills in reading, writing and math" (85.6%), "provide a variety of experiences beyond lectures and labs (internships, independent study, cooperative education, community service, etc.)" (69.1%), "provide students with an awareness of different philosophies, cultures, and ways of life" (62.4%), "offer programs that are completed in two years" (74%), "help students acquire depth of knowledge in major academic discipline" (62.1%), "provide extracurricular activities such as student government, theater productions, music groups, etc." (67.8%), "provide core courses that expose students to a variety of academic disciplines" (67.5%), and "develop an appreciation of music, drama, and the fine arts (60.6%)."

These results indicate that students are generally satisfied that Kendall Campus meets goals they typically ascribe to their "ideal" college. These goals encompass the pursuit of a major discipline, as well as exposure to varied disciplines. In addition, Kendall

Campus students believe that varied learning experiences, exposure to alternative cultures, and opportunities for extracurricular activities that emphasize cultural awareness are provided by the campus. Kendall Campus students also believe that Kendall Campus prepares them for a career upon graduation by inculcating mastery of a major academic discipline.

Only one of the goals obtained a disagreement rating of 20% or more by Kendall Campus students -- "provide assistance in identifying personal goals and develop means of achieving them (20.7%)." This was also the only goal that obtained a mean discrepancy of 1.0 or greater between the "ideal" college rating and the Miami-Dade rating. Clearly, a subgroup of students believes that Kendall Campus could offer more assistance to students seeking personal goal clarification and the development of a plan of action to achieve their goals.

Wolfson Campus

Table 7 and Figures 4a and 4b present the agreement/disagreement ratings for Wolfson Campus students. Mean ratings for the "ideal" college ranged from 3.93 to 4.45, while Miami-Dade goal mean ratings ranged from 3.47 ("provide skills that enable students to make more money") to 4.14 ("teach basic skills in reading, writing and math"). None of the goals obtained a mean rating lower than 3.00, while two goals obtained mean ratings greater than 4.00.

The highest five goals rated by Wolfson Campus students along the "ideal" college continuum were (in descending order): "maintain an excellent reputation" (4.45), "prepare students to communicate effectively, both in oral and written form" (4.43), "maintain high academic quality" (4.40), "prepare students for a career upon graduation" (4.35), and "provide students with an opportunity to become broadly-educated (4.35)."

Over 60% of Wolfson Campus students agreed that the campus addresses the top five goals they selected for their "ideal" college. Ten additional items obtained an agreement rating from at least 60% of Wolfson Campus students: "prepare students for

transfer to a four-year college" (74%), "offer continuing education programs" (77.5%), "provide assistance in identifying personal goals and develop means of achieving them" (62.6%), "provide students with an awareness of different philosophies, cultures, and ways of life" (65.6%), "offer programs that are completed in two years" (70.7%), "provide a variety of experiences beyond lectures and labs (internships, independent study, cooperative education, community service, etc.)" (60.4%), "help students acquire depth of knowledge in major academic discipline" (60.7%), "teach basic skills in reading, writing and math" (83.2%), "provide extracurricular activities such as student government, theater productions, music groups, etc." (60%), and "provide core courses that expose students to a variety of academic disciplines (63.5%)."

Several of these goals are among those identified favorably by Miami-Dade students college-wide. Wolfson Campus students believe that the campus provides varied alternative learning experiences, cultural experiences, and continuing education programs. Wolfson Campus students also believe that Miami-Dade prepares students for transfer to upper-division institutions, by providing an emphasis on acquiring mastery of a major academic discipline, as well as exposure to other academic disciplines. Wolfson Campus students agree that the campus provides basic skills competencies, opportunities for extracurricular activities, and assistance in value clarification. Wolfson Campus students believe that Wolfson Campus has provided them with means to clarify and achieve their personal goals.

None of the goals obtained disagreement ratings from 20% or more of Wolfson Campus students. In addition, none of the goals rated by Wolfson Campus students obtained mean discrepancies of 1.0 or greater between the "ideal" college rating and the Miami-Dade rating. This finding indicates that Wolfson Campus students are satisfied that the Campus is meeting those educational goals they believe should be the mission of their "ideal" college.

Medical Center Campus

The results for the Medical Center Campus may be found in Table 8 and Figures 5a and 5b. Student mean ratings for the "ideal" college ranged from 4.18 to 4.85, with Miami-Dade goal mean ratings ranging from 3.54 ("develop an appreciation of music, drama, and the fine arts") to 4.39 ("teach basic skills in reading, writing and math"). None of the goals obtained a mean rating lower than 3.0, while seven goals obtained a mean rating of 4.0 or greater.

The highest five goals rated by Medical Center Campus students along the "ideal" college continuum were (in descending order): "maintain an excellent reputation" (4.85), "maintain high academic quality" (4.83), "prepare students for transfer to a four-year college" (4.72), "prepare students for a career upon graduation" (4.72), and "help students acquire depth of knowledge in major academic discipline (4.70)."

Over 60% of Medical Center Campus students agreed that the campus addressed the top five goals students identified for their "ideal" college. Additionally, over 60% of students agreed that Medical Center Campus meets the remaining 15 goals: "provide students with an opportunity to become broadly-educated" (78.4%), "prepare students to communicate effectively, both in oral and written form" (74.2%), "offer continuing education programs" (73.3%), "teach skills to identify problems, evaluate evidence, and pursue solutions" (72.7%), "provide a variety of experiences beyond lectures and labs (internships, independent study, cooperative education, community service, etc.)" (66.3%), "teach basic skills in reading, writing and math" (89.9%), "offer programs that are completed in two years" (84.1%), "provide skills that enable students to make more money" (69.3%), "provide assistance in identifying personal goals and develop means of achieving them" (66.3%), "provide core courses that expose students to a variety of academic disciplines" (68.5%), "help students clarify concerns regarding values and their significance" (68.5%), "develop student leadership qualities" (64.8%), "provide students with an awareness of different philosophies, cultures, and ways of life" (71.1%), "provide extracurricular activities such as student government, theater productions, music groups, etc." (67%), and "develop an appreciation of music, drama, and the fine arts (60.9%)."

These goals overlap greatly with those goals rated favorably by Miami-Dade students throughout the college. Medical Center Campus students report that they believe the campus meets all of the goals they were asked to rate. This varied list of goals is composed of statements emphasizing the importance of a broad education, including effective communication and problem-solving skills. Medical Campus students desire to attain personal goals and seek vehicles that will facilitate their ability to achieve them. Medical Campus students also believe that the campus provides them with education in a major discipline, as well as exposure to varied academic disciplines. They desire two-year and continuing education programs, varied educational experiences, and outlets for alternative learning opportunities, and report that Medical Center Campus provides them with sufficient training in basic skills to allow them to increase their income. Finally, Medical Campus students report that the campus provides them with extracurricular activities, aesthetic opportunities, leadership skills, and differing cultural experiences.

None of the goals obtained disagreement ratings from 20% or more of Medical Center Campus students. In addition, none of the goals rated by Medical Center Campus students obtained mean discrepancies of 1.0 or greater between the "ideal" college rating and the Miami-Dade rating. This finding, combined with the 60% agreement rating received by all 20 goals, indicates that Medical Center Campus students are satisfied with the mission, goals, and educational program offered by the Medical Center Campus.

Homestead Campus

Table 9 and Figures 6a and 6b provides the results for Homestead Campus. Student mean ratings for the "ideal" college ranged from 4.28 to 4.70, with Miami-Dade goals mean ratings ranging from 3.54 ("provide extracurricular activities such as student government, theater productions, music groups, etc.") to 4.45 ("teach basic skills in reading, writing, and math"). None of the goals obtained a mean rating lower than 3.00, while 8 goals received mean ratings of 4.00 or greater. One goal, "teach basic skills in reading, writing and math," obtained a higher mean rating for Homestead than for the "ideal" college. This finding indicates that students rated the campus pursuit and

attainment of this goal higher than their estimate of how their "ideal" college should perform on this goal.

The highest five goals rated by Homestead Campus students along the "ideal" college continuum were (in descending order): "prepare students for a career upon graduation" (4.70), "maintain an excellent reputation" (4.65), "provide a variety of experiences beyond lectures and labs (internships, independent study, cooperative education, community service, etc.)" (4.65), "prepare students to communicate effectively, both in oral and written form" (4.63), and "maintain high academic quality (4.58)."

Over 60% of Homestead Campus students agreed that Homestead Campus addressed the top five goals selected for their "ideal" college. In addition, over 60% of students agreed that Homestead Campus meets the following 13 goals: "teach skills to identify problems, evaluate evidence, and pursue solutions" (64.1%), "provide students with an opportunity to become broadly-educated" (74.4%), "offer continuing education programs" (76.9%), "provide assistance in identifying personal goals and develop means of achieving them" (64.1%), "prepare students for transfer to a four-year college" (81.6%), "provide core courses that expose students to a variety of academic disciplines" (64.1%), "provide students with an awareness of different philosophies, cultures, and ways of life" (64.1%), "offer programs that are completed in two years" (86.8%), "provide skills that enable students to make more money" (64.1%), "teach basic skills in reading, writing and math" (89.5%), "help students acquire depth of knowledge in major academic discipline" (69.2%), "develop an appreciation of music, drama, and the fine arts" (64.1%), and "help students clarify concerns regarding values and their significance (64.1%)."

Homestead Campus students report that the campus meets 18 of the 20 educational goals they were asked to rate. These goals include the top 5 goals Homestead Campus students identified as most important for their "ideal" college. Other goals identified by Homestead Campus students emphasize the importance of a broad education that cultivates problem-solving and basic academic skills. Students report that they desire guidance in value clarification, and outlets to realize their personal goals, and that

Homestead Campus affords them opportunities to meet these needs. Students are also satisfied that Homestead Campus provides educational programming in a major academic discipline, exposure to varied disciplines, and opportunities for two-year programs that will lead to a more lucrative career. Homestead Campus students favor opportunities for exposure to different cultures and artistic venues, and believe that the campus affords them these opportunities.

None of the goals obtained disagreement ratings from 20% or more of Homestead Campus students, nor did any goals rated by Homestead Campus students obtain a mean discrepancy of 1.0 or greater between the "ideal" college rating and the Miami-Dade rating. This finding, in concert with the finding that Homestead Campus students satisfactorily evaluated 18 goals, indicates that Homestead Campus's educational mission and programming are meeting the needs of students.

InterAmerican Center

Results for InterAmerican Center may be found in Table 10 and Figures 7a and 7b. Student mean ratings for the "ideal" college ranged from 3.82 to 4.35, while mean ratings for Miami-Dade goals ranged from 3.24 ("develop student leadership qualities") to 3.90, which was obtained by two goals ("offer programs that are completed in two years," and "prepare students for transfer to a four-year college"). None of the goals obtained a mean rating lower than 3.00 or higher than 4.0.

The highest five goals rated by InterAmerican Center students along the "ideal" college continuum were (in descending order): "provide students with an opportunity to become broadly-educated" (4.35), "maintain an excellent reputation" (4.31), "maintain high academic quality" (4.30), "prepare students for a career upon graduation" (4.29), and "provide assistance in identifying personal goals and develop means of achieving them (4.28)."

Over 60% of InterAmerican Center students agreed that the Center addressed three of the top five goals they identified for their "ideal" college: "maintain an excellent

reputation" (72.5%), "maintain high academic quality" (68.6%), and "prepare students for a career upon graduation (67.6%)." The remaining two goals, "provide students with an opportunity to become broadly-educated" (52.9%), and "provide assistance in identifying personal goals and develop means of achieving them" (49.3%), obtained agreement ratings of less than 60% from InterAmerican Center students.

In addition, at least 60% of students reported that the Center was meeting the following seven goals: "provide students with an awareness of different philosophies, cultures, and ways of life" (62.9%), "offer programs that are completed in two years" (74.6%), "prepare students to communicate effectively, both in oral and written form" (71.8%), "offer continuing education programs" (67.6%), "prepare students for transfer to a four-year college" (74.3%), "help students clarify concerns regarding values and their significance" (60%), and "teach basic skills in reading, writing and math (72.9%)."

InterAmerican Center students report they are satisfied that the Center addresses three of the five goals they desire from their "ideal" college. InterAmerican Center students are also satisfied that the Center provides them with the means to achieve other important goals, including two-year programs and preparation for transfer to a four-year institution. InterAmerican Center students also appreciate the opportunities for exposure to different cultures, and the assistance in clarification of personal goals, as well as the provision of means to achieve them. Finally, students believe that the Center allows them to promote their level of competence in important communication and basic education skills.

Eleven of the goals obtained disagreement ratings from 20% or more of InterAmerican Center students. Interestingly, none of these goals obtained mean discrepancies of 1.0 or greater between the "ideal" college rating and the Miami-Dade rating. Two of these 11 goals were among the top five "ideal" college goals: "provide students with an opportunity to become broadly-educated" (22.9%), and "maintain an excellent reputation (20.3%)." The remaining nine goals were: "provide assistance in identifying personal goals and develop means of achieving them" (21.1%), "provide core

courses that expose students to a variety of academic disciplines" (20.3%), "prepare students for transfer to a four-year college" (20%), "teach skills to identify problems, evaluate evidence, and pursue solutions" (22.9%), "help students acquire depth of knowledge in major academic discipline" (21.7%), "provide a variety of experiences beyond lectures and labs (internships, independent study, cooperative education, community service, etc.)" (25.4%), "develop student leadership qualities" (22.5%), "provide extracurricular activities such as student government, theater productions, music groups, etc." (20.3%), and "develop an appreciation of music, drama, and the fine arts (28.6%)."

These findings indicate that a subgroup of InterAmerican Center students have concerns regarding whether the Center is addressing some of the educational goals they believe are important for their collegiate experience. Examination of this list indicates that it encompasses a broad range of goals, ranging from the cultivation of critical reasoning skills to the development of student leadership skills. Some InterAmerican Center students appear to desire greater assistance in goal clarification and the development of plans to accomplish these goals. Some InterAmerican Center students are also concerned that the Center does not offer a broad-based educational program focusing on a major academic discipline, with opportunities to be exposed to other academic disciplines. Finally, a segment of InterAmerican Center students would appreciate the provision of more alternative learning experiences and extracurricular activities.

Hialeah Center

Table 11 and Figures 8a and 8b presents the results for Hialeah Center. Student mean ratings for the "ideal" college ranged from 4.24 to 4.67. The range of student mean ratings for Miami-Dade goals was from 3.45 ("develop student leadership qualities") to 4.00 ("teach basic skills in reading, writing and math"). One Miami-Dade goal obtained a mean rating equal to or greater than 4.00; none of the goals obtained a mean rating lower than 3.0.

The highest five goals rated by Hialeah Center students along the "ideal" college continuum were (in descending order): "prepare students to communicate effectively,

both in oral and written form" (4.67), "maintain high academic quality" (4.67), "maintain an excellent reputation" (4.61), "provide students with an opportunity to become broadly-educated" (4.55), and "teach basic skills in reading, writing and math (4.55)."

Over 60% of Hialeah Center students agreed that the Center met four of the top five goals they identified for their "ideal" college. Fifty-eight percent of Hialeah Center students also reported they were satisfied that the Center met the remaining top "ideal" college goal, "maintain an excellent reputation." In addition, Hialeah Center students identified five goals with 60% or greater agreement rating: "offer continuing education programs" (72.2%), "prepare students for a career upon graduation" (69%), "offer programs that are completed in two years" (83.1%), "teach skills to identify problems, evaluate evidence, and pursue solutions" (61.1%), and "prepare students for transfer to a four-year college (65.7%)."

Hialeah Center students are satisfied that the Center offers them the opportunity to meet four of the top five goals they identified for their "ideal" college. In addition, students report they are satisfied that the Center affords them the opportunity to transfer successfully to a four-year institution and/or a career upon graduation. However, Hialeah Center students also appreciate the opportunity for two-year and continuing education programs, and value the problem-solving skills a Miami-Dade education provides them in order to pursue their personal goals.

Only one of the goals obtained a disagreement rating from 20% or more of Hialeah Center students: "maintain an excellent reputation (20.9%)." This goal also obtained a mean discrepancy of 1.0 or greater between the "ideal" college rating and the Miami-Dade rating. This finding suggests that a segment of Hialeah Center students are concerned about the reputation of Miami-Dade Community College.

Summary and Conclusions

This report presents the findings of the Enrolled Student Survey - Goals (ESS-G) administered to students enrolled at Miami-Dade Community College during the Winter term of 1993-94. Four research questions were addressed in this report. Students were asked to identify those goals they believed should be pursued by their ideal college and the degree they believed Miami-Dade addresses these goals. Students also rated their overall level of satisfaction with Miami-Dade Community College. Student feedback was summarized at the college and campus-wide level, and for two outreach centers (InterAmerican Center and Hialeah Center).

Students generated two independent ratings for each of 20 educational goals frequently pursued by higher education institutions, and used a 5-point Likert scale to rate: 1) the importance of the goal for their "ideal" college; and 2) their level of satisfaction with Miami-Dade's attainment of the goal. Students also rated their overall level of satisfaction with their M-DCC experience.

Students completed the ESS-G during their class time. A total of 200 classes were randomly sampled, representing approximately 5% of all classes offered during the Winter 1993-94 term. Completed surveys were returned from 168 (84%) classrooms, resulting in 1,476 completed forms. Students in the sample were fairly representative of the actual student population during the Winter 1993-94 term with respect to gender, ethnicity, and age, but varied significantly regarding part and full-time enrollment status.

The results indicated that students generally believed that all 20 goals should be pursued by their "ideal" college. All but one ("develop an appreciation of music, drama and the fine arts") of the 20 goals generated a mean rating above 4.0 (scale range=1.00 to 5.00). Students clearly value the importance of all 20 goals for their "ideal" college. Over 60% of students agreed that Miami-Dade addressed the five goals they rated most highly, including "maintain high academic quality," "prepare students to communicate effectively, both in oral and written form," "maintain an excellent reputation," "prepare

students for a career upon graduation," and "provide students with an opportunity to become broadly-educated." Miami-Dade students value strongly the importance of an educational institution with an excellent reputation that provides students with a broad-based education that facilitates their future vocational and educational goals.

At least 60% of students also agreed that Miami-Dade addressed nine additional goals, including "prepare students for transfer to a four-year college" (74.6%), "offer continuing education programs" (73.4%), "teach skills to identify problems, evaluate evidence, and pursue solutions" (62.1%), provide a variety of experiences beyond lectures and labs (internships, independent study, cooperative education, community services, etc.)" (62.8%), "teach basic skills in reading, writing and math" (84.1%), "help students acquire depth of knowledge in major academic discipline" (63.5%), "provide students with an awareness of different philosophies, cultures, and ways of life" (65.9%), "offer programs that are completed in two years" (74.2%), "provide core courses that expose students to a variety of academic disciplines" (66.2%), and "provide extracurricular activities such as student government, theater productions, music groups, etc. (64.7%)."

No goal obtained a disagreement rating of 20% or more or a discrepancy rating of 1.00 or more. This indicates that students are generally satisfied that Miami-Dade is meeting the major educational goals addressed in the survey.

Students rated their overall level of satisfaction with Miami-Dade Community College. Over 83% (n=982) of students reported they were either "somewhat satisfied" or "very satisfied" with their Miami-Dade experience. College-wide, the mean satisfaction rating was 4.06, indicating that students appear to be satisfied with their overall experience at Miami-Dade Community College.

A final issue addressed within this report was whether students at each of the campuses/centers rated Miami-Dade goals favorably relative to their "ideal" college. There was little variation among campuses regarding student ratings of Miami-Dade's achievement of the educational goals. Outreach centers in general received lower ratings

than the campuses. This was especially true at the InterAmerican Center, where at least 20% of students disagreed that Miami-Dade fulfilled 11 of the 20 goals. Overall, however, site-level trends mirror those observed at the college-wide level.

Table 1

Demographics of the Sample Compared to Winter Term Students at Miami-Dade

SAMPLE (N=1,476)	Number	Percent
Course Campus of Respondent		
North	442	30.5%
Kendall	512	35.3%
Wolfson	207	14.3%
Medical Center	93	6.4%
Homestead	41	2.8%
InterAmerican Center	77	5.3%
Hialeah Center	78	5.4%
Total	1,450	100.0%
Gender		
Male	592	40.5%
Female	870	59.5%
Total	1,462	100.0%
Ethnicity		
White Non-Hispanic	233	16.0%
Black Non-Hispanic	311	21.3%
Hispanic	831	57.0%
Other	84	5.8%
Total	1,459	100.0%
Age		
19 years or younger	341	23.2%
20 - 25 years	635	43.3%
26 - 30 years	181	12.3%
31 years or older	310	21.1%
Total	1,467	100.0%
Type of M-DCC Degree and/or Certificate Sought by Respondents		
Associate in Arts	944	66.0%
Associate in Science	388	27.1%
Vocational Certificate	25	1.7%
Planned Certificate	12	0.8%
Other	38	2.7%
Not Seeking a Degree	23	1.6%
Total	1,430	100.0%
Number of Credits Completed by Respondents		
None	100	6.9%
1 - 15	362	24.9%
16 - 30	294	20.2%
31 - 45	233	16.0%
46 - 60	233	16.0%
More Than 60	234	16.1%
Total	1,456	100.0%
Enrollment Status		
Full-Time	933	64.0%
Part-Time	524	36.0%
Total	1,457	100.0%

WINTER TERM ENROLLMENT	Number	Percent
Headcount by Course Campus		
North	16,052	29.4%
Kendall	19,052	34.9%
Wolfson	8,922	16.3%
Medical Center	3,984	7.3%
Homestead	1,075	2.0%
InterAmerican Center	3,311	6.1%
Hialeah Center	2,271	4.2%
Total	54,667	100.0%
Gender		
Male	21,884	42.4%
Female	29,683	57.6%
Total	51,567	100.0%
Ethnicity		
White Non-Hispanic	9,878	19.2%
Black Non-Hispanic	11,090	21.5%
Hispanic	29,523	57.3%
Other	1,076	2.1%
Total	51,567	100.0%
Age		
19 years or younger	11,860	23.0%
20 - 25 years	20,433	39.6%
26 - 30 years	7,139	13.8%
31 years or older	12,135	23.5%
Total	51,567	100.0%
Type of M-DCC Degree and/or Certificate Sought by Respondents		
Associate in Arts	32,704	59.9%
Associate in Science	12,924	23.7%
Vocational Certificate	3,035	5.6%
Planned Certificate	53	0.1%
Other	0	0.0%
Not Seeking a Degree	5,886	10.8%
Total	54,602	100.0%
Number of Credits Completed by Respondents		
None	6,303	12.2%
1 - 15	11,583	22.5%
16 - 30	8,084	15.7%
31 - 45	7,688	14.9%
46 - 60	6,180	12.0%
More Than 60	11,729	22.7%
Total	51,567	100.0%
Enrollment Status		
Full-Time	17,025	33.0%
Part-Time	34,542	67.0%
Total	51,567	100.0%

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Table 2

Additional Characteristics of the Sample

	Number	Percent
Enrollment Status		
Day	981	68.5%
Evening	451	31.5%
Total	1,432	100.0%
College Preparatory Coursework		
College Preparatory	480	32.5%
English as a Second Language	239	16.2%
Both	135	9.1%
Neither	622	42.1%
Total	1,476	90.9%
Highest Degree Sought by Respondents		
Vocational Certificate	28	1.9%
Associate Degree	169	11.8%
Bachelor's	427	29.7%
Master's or higher	789	54.9%
Not Seeking a Degree	23	1.6%
Total	1,436	100.0%
Employment Status of Respondents (Number of Hours Employed)		
None	269	18.4%
1 - 10	99	6.8%
11 - 20	243	16.7%
21 - 40	630	43.2%
More Than 40	218	14.9%
Total	1,459	100.0%

Table 3

Student Agreement and Overall Mean Ratings of 20 Educational Goals for "Ideal" College and M-DCC

College-Wide

	Ratings								
	Disagree		Uncertain		Agree		Total		Mean
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Rating
Maintain High Academic Quality									
Ideal College	81	5.8%	37	2.6%	1,281	91.6%	1,399	100.0%	4.51
M-DCC	160	11.3%	234	16.5%	1,023	72.2%	1,417	100.0%	3.84
Difference		-5.5		-13.9		19.4			0.67
Prepare Students to Communicate Effectively, Both in Oral and Written Form									
Ideal College	88	6.3%	33	2.3%	1,285	91.4%	1,406	100.0%	4.51
M-DCC	172	12.1%	195	13.8%	1,049	74.1%	1,416	100.0%	3.88
Difference		-5.9		-11.4		17.3			0.63
Prepare Students for a Career Upon Graduation									
Ideal College	89	6.3%	46	3.3%	1,274	90.4%	1,409	100.0%	4.47
M-DCC	177	12.5%	333	23.6%	902	63.9%	1,412	100.0%	3.72
Difference		-6.2		-20.3		26.5			0.75
Provide Students with an Opportunity to Become Broadly-Educated									
Ideal College	84	6.0%	50	3.6%	1,267	90.4%	1,401	100.0%	4.47
M-DCC	144	10.2%	221	15.7%	1,043	74.1%	1,408	100.0%	3.86
Difference		-4.2		-12.1		16.4			0.61
Maintain an Excellent Reputation									
Ideal College	77	5.5%	58	4.2%	1,261	90.3%	1,396	100.0%	4.50
M-DCC	162	11.5%	214	15.2%	1,033	73.3%	1,409	100.0%	3.92
Difference		-6.0		-11.0		17.0			0.58
Prepare Students for Transfer to a Four-Year College									
Ideal College	112	8.0%	38	2.7%	1,258	89.3%	1,408	100.0%	4.44
M-DCC	144	10.2%	216	15.2%	1,058	74.6%	1,418	100.0%	3.88
Difference		-2.2		-12.5		14.7			0.56
Provide Assistance in Identifying Personal Goals and Develop Means of Achieving Them									
Ideal College	81	5.8%	66	4.7%	1,257	89.5%	1,404	100.0%	4.42
M-DCC	252	17.8%	328	23.2%	834	59.0%	1,414	100.0%	3.54
Difference		-12.1		-18.5		30.5			0.88
Offer Continuing Education Programs									
Ideal College	87	6.2%	65	4.6%	1,251	89.2%	1,403	100.0%	4.41
M-DCC	114	8.1%	263	18.6%	1,038	73.4%	1,415	100.0%	3.96
Difference		-1.9		-14.0		15.8			0.45
Teach Skills to Identify Problems, Evaluate Evidence, and Pursue Solutions									
Ideal College	77	5.5%	71	5.1%	1,255	89.5%	1,403	100.0%	4.41
M-DCC	183	13.0%	351	24.9%	875	62.1%	1,409	100.0%	3.64
Difference		-7.5		-19.9		27.4			0.77
Provide a Variety of Experiences Beyond Lectures and Labs (Internships, Independent Study, Cooperative Education, Community Service, etc.)									
Ideal College	87	6.2%	77	5.5%	1,241	88.3%	1,405	100.0%	4.39
M-DCC	192	13.5%	338	23.7%	895	62.8%	1,425	100.0%	3.68
Difference		-7.3		-18.2		25.5			0.71

Table 3

(continued)

Student Agreement and Overall Mean Ratings of 20 Educational Goals for "Ideal" College and M-DCC

College-Wide

	Ratings								
	Disagree		Uncertain		Agree		Total		Mean
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Rating
Teach Basic Skills in Reading, Writing and Math									
Ideal College	123	8.8%	62	4.4%	1,219	86.8%	1,404	100.0%	4.38
M-DCC	109	7.7%	115	8.2%	1,186	84.1%	1,410	100.0%	4.19
Difference		1.0		-3.7		2.7			0.19
Help Students Acquire Depth of Knowledge in Major Academic Discipline									
Ideal College	84	6.0%	86	6.2%	1,224	87.8%	1,394	100.0%	4.36
M-DCC	178	12.6%	337	23.9%	897	63.5%	1,412	100.0%	3.66
Difference		-6.6		-17.7		24.3			0.70
Provide Students with an Awareness of Different Philosophies, Cultures, and Ways of Life									
Ideal College	86	6.2%	104	7.5%	1,202	86.4%	1,392	100.0%	4.32
M-DCC	161	11.4%	320	22.7%	930	65.9%	1,411	100.0%	3.75
Difference		-5.2		-15.2		20.4			0.57
Offer Programs that are Completed in Two Years									
Ideal College	119	8.4%	72	5.1%	1,221	86.5%	1,412	100.0%	4.31
M-DCC	164	11.5%	202	14.2%	1,054	74.2%	1,420	100.0%	3.90
Difference		-3.1		-9.1		12.2			0.41
Develop Student Leadership Qualities									
Ideal College	93	6.6%	105	7.5%	1,205	85.9%	1,403	100.0%	4.30
M-DCC	238	16.9%	437	31.0%	733	52.1%	1,408	100.0%	3.48
Difference		-10.3		-23.6		33.8			0.82
Provide Skills That Enable Students to Make More Money									
Ideal College	106	7.6%	118	8.4%	1,175	84.0%	1,399	100.0%	4.29
M-DCC	201	14.3%	446	31.8%	755	53.9%	1,402	100.0%	3.53
Difference		-6.8		-23.4		30.1			0.76
Provide Core Courses that Expose Students to a Variety of Academic Disciplines									
Ideal College	92	6.6%	125	8.9%	1,185	84.5%	1,402	100.0%	4.27
M-DCC	148	10.4%	331	23.4%	938	66.2%	1,417	100.0%	3.75
Difference		-3.9		-14.4		18.3			0.52
Provide Extracurricular Activities Such as Student Government, Theater Productions, Music Groups, etc.									
Ideal College	97	6.9%	140	10.0%	1,164	83.1%	1,401	100.0%	4.25
M-DCC	154	10.9%	342	24.3%	911	64.7%	1,407	100.0%	3.77
Difference		-4.0		-14.3		18.3			0.48
Help Students Clarify Concerns Regarding Values and Their Significance									
Ideal College	95	6.8%	135	9.7%	1,166	83.5%	1,396	100.0%	4.23
M-DCC	193	13.7%	406	28.8%	809	57.5%	1,408	100.0%	3.57
Difference		-6.9		-19.2		26.1			0.66
Develop an Appreciation of Music, Drama, and the Fine Arts									
Ideal College	142	10.1%	216	15.4%	1,043	74.4%	1,401	100.0%	3.97
M-DCC	185	13.1%	400	28.3%	826	58.5%	1,411	100.0%	3.62
Difference		-3.0		-12.9		15.9			0.35

Figure 1a. Mean Rank of Top 10 Goals - College-Wide

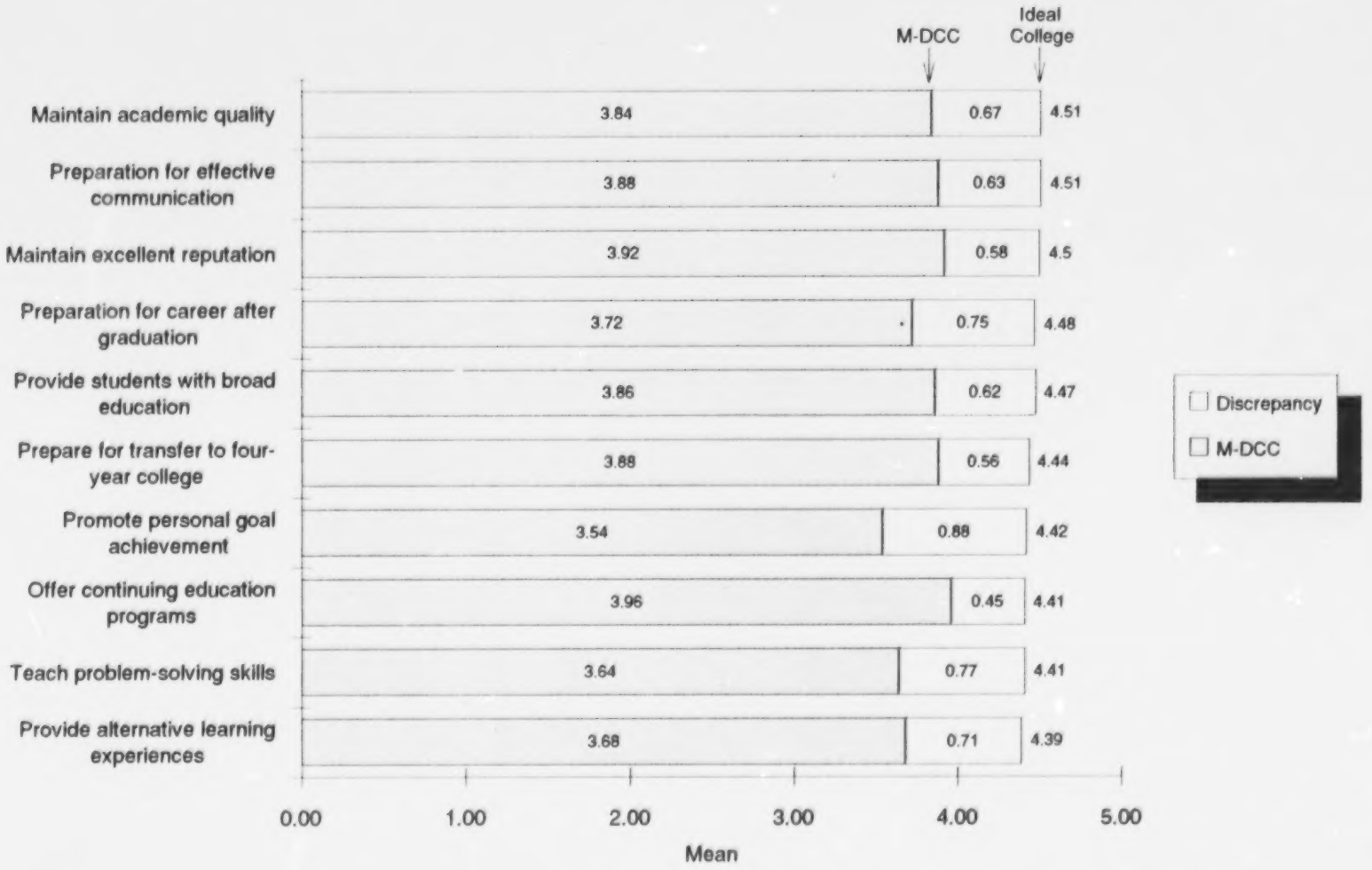

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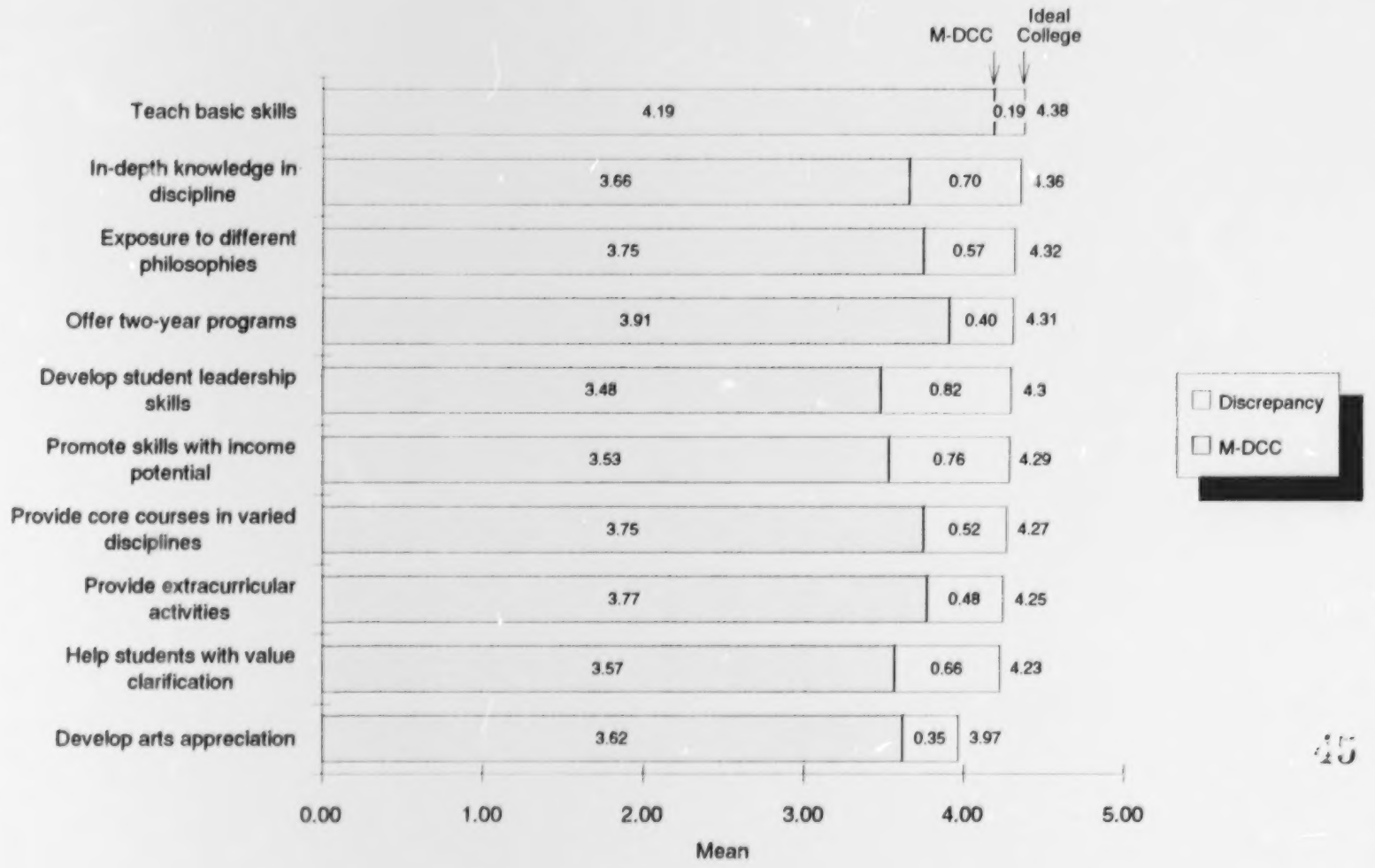
Figure 1b. Mean of Goals Ranked 11-20 - College-Wide



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GSMLS.XLT Chart 2

Table 4

Student Responses to the Question "How Satisfied Are You With Miami-Dade Community College?"

College-Wide and by Campus/Center

(N=1,174)

	Response											
	Very Dissatisfied		Somewhat Dissatisfied		Indifferent		Somewhat Satisfied		Very Satisfied			
Campus	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total	Mean
North	12	3.4%	33	9.4%	27	7.7%	175	49.7%	105	29.8%	352	3.93
Kendall	5	1.2%	28	6.5%	26	6.0%	224	51.7%	150	34.6%	433	4.12
Wolfson	2	1.2%	13	7.6%	7	4.1%	82	48.0%	67	39.2%	171	4.16
Medical Center	1	1.4%	8	11.1%	1	1.4%	36	50.0%	26	36.1%	72	4.08
Homestead	1	2.8%	2	5.6%	2	5.6%	14	38.9%	17	47.2%	36	4.22
InterAmerican	0	0.0%	4	6.3%	2	3.2%	28	44.4%	29	46.0%	63	4.30
Hialeah	2	4.3%	12	25.5%	4	8.5%	19	40.4%	10	21.3%	47	3.49
College-Wide	23	2.0%	100	8.5%	69	5.9%	578	49.2%	404	34.4%	1,174	4.06

Table 5

Student Agreement and Overall Mean Ratings of 20 Educational Goals for "Ideal" College and M-DCC

North Campus

	Ratings: Disagree Number	Disagree Percent	Uncertain Number	Uncertain Percent	Agree Number	Agree Percent	Total Number	Total Percent	Mean Rating
Maintain High Academic Quality									
Ideal College	25	5.9%	12	2.9%	384	91.2%	421	100.0%	4.50
M-DCC	45	10.4%	84	19.5%	302	70.1%	431	100.0%	3.82
Difference		-4.5		-16.6		21.1			0.68
Prepare Students for a Career Upon Graduation									
Ideal College	25	5.9%	12	2.9%	384	91.2%	421	100.0%	4.49
M-DCC	56	13.0%	98	22.7%	278	64.4%	432	100.0%	3.72
Difference		-7.0		-19.8		26.9			0.77
Prepare Students to Communicate Effectively, Both in Oral and Written Form									
Ideal College	28	6.7%	10	2.4%	382	91.0%	420	100.0%	4.49
M-DCC	52	12.1%	48	11.2%	329	76.7%	429	100.0%	3.90
Difference		-5.5		-8.8		14.3			0.59
Maintain an Excellent Reputation									
Ideal College	22	5.2%	24	5.7%	374	89.0%	420	100.0%	4.47
M-DCC	51	11.9%	66	15.4%	312	72.7%	429	100.0%	3.91
Difference		-6.7		-9.7		16.3			0.56
Provide Students with an Opportunity to Become Broadly-Educated									
Ideal College	25	6.0%	20	4.8%	373	89.2%	418	100.0%	4.46
M-DCC	37	8.6%	57	13.3%	335	78.1%	429	100.0%	3.93
Difference		-2.6		-8.5		11.1			0.53
Teach Basic Skills in Reading, Writing and Math									
Ideal College	30	7.1%	18	4.3%	375	88.7%	423	100.0%	4.43
M-DCC	38	8.8%	29	6.7%	363	84.4%	430	100.0%	4.23
Difference		-1.7		-2.5		4.2			0.20
Prepare Students for Transfer to a Four-Year College									
Ideal College	34	8.1%	11	2.6%	377	89.3%	422	100.0%	4.42
M-DCC	46	10.7%	69	16.0%	316	73.3%	431	100.0%	3.88
Difference		-2.6		-13.4		16.0			0.54
Provide Assistance in Identifying Personal Goals and Develop Means of Achieving Them									
Ideal College	25	6.0%	15	3.6%	380	90.5%	420	100.0%	4.42
M-DCC	65	15.1%	96	22.3%	270	62.6%	431	100.0%	3.65
Difference		-9.1		-18.7		27.8			0.77
Provide a Variety of Experiences Beyond Lectures and Labs (Internships, Independent Study, Cooperative Education, Community Service, etc.)									
Ideal College	26	6.2%	22	5.2%	372	88.6%	420	100.0%	4.41
M-DCC	61	14.1%	115	26.5%	258	59.4%	434	100.0%	3.61
Difference		-7.9		-21.3		29.1			0.80
Teach Skills to Identify Problems, Evaluate Evidence, and Pursue Solutions									
Ideal College	22	5.2%	28	6.7%	371	88.1%	421	100.0%	4.39
M-DCC	51	11.9%	96	22.5%	280	65.6%	427	100.0%	3.72
Difference		-6.7		-15.8		22.5			0.67

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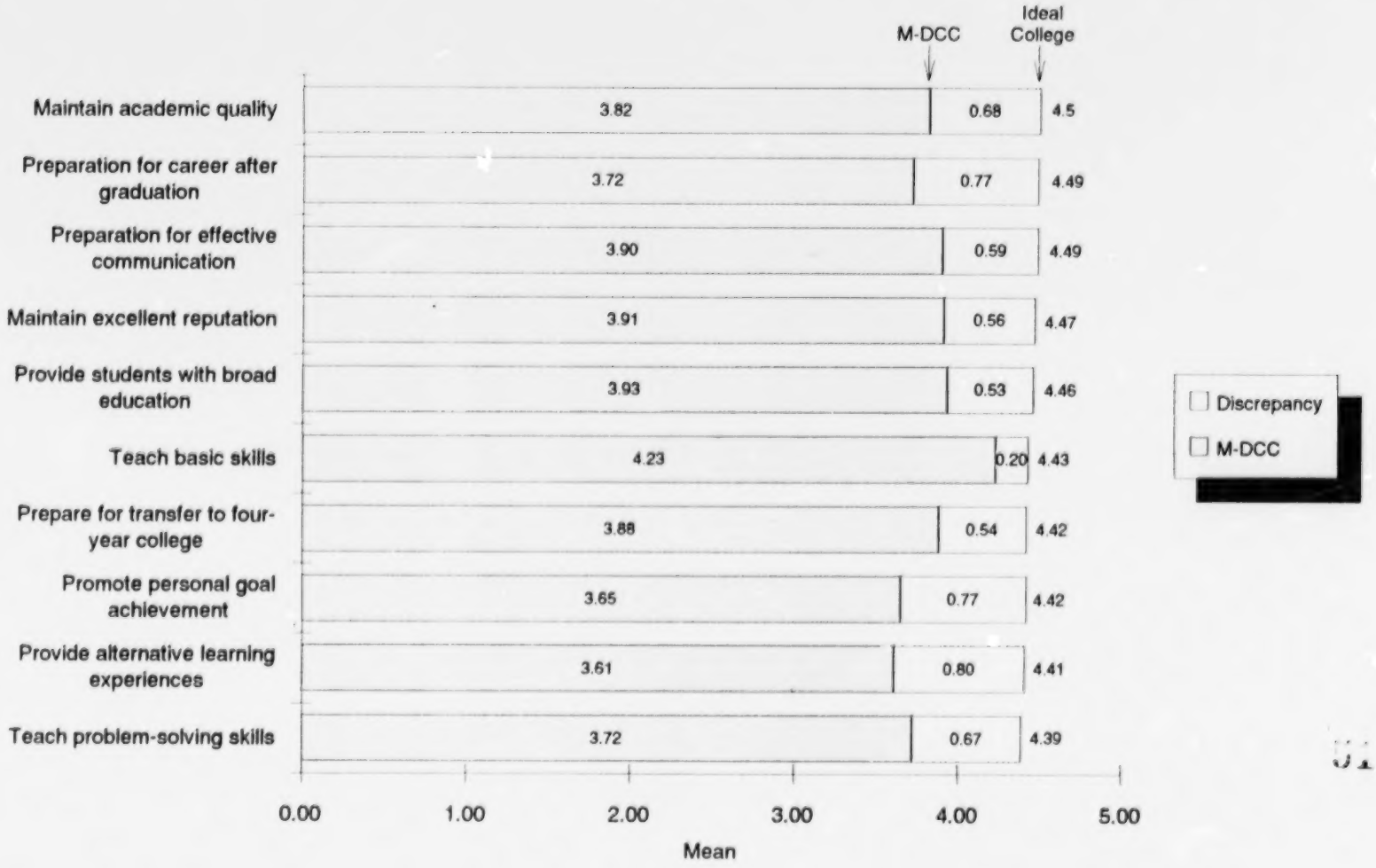
Table 5
(continued)
Student Agreement and Overall Mean Ratings of 20 Educational Goals for "Ideal" College and M-DCC
North Campus

	Ratings								
	Disagree		Uncertain		Agree		Total		Mean
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Rating
Help Students Acquire Depth of Knowledge in Major Academic Discipline									
Ideal College	24	5.8%	20	4.8%	372	89.4%	416	100.0%	4.39
M-DCC	53	12.4%	82	19.2%	293	**68.5%**	428	100.0%	3.73
Difference		-6.6		-14.4		21.0			0.66
Offer Continuing Education Programs									
Ideal College	27	6.4%	23	5.4%	373	88.2%	423	100.0%	4.37
M-DCC	37	8.6%	83	19.4%	308	**72.0%**	428	100.0%	3.95
Difference		-2.3		-14.0		16.2			0.42
Develop Student Leadership Qualities									
Ideal College	27	6.4%	36	8.6%	358	85.0%	421	100.0%	4.29
M-DCC	70	16.5%	125	29.4%	230	54.1%	425	100.0%	3.53
Difference		-10.1		-20.9		30.9			0.76
Provide Students with an Awareness of Different Philosophies, Cultures, and Ways of Life									
Ideal College	27	6.5%	35	8.4%	353	85.1%	415	100.0%	4.29
M-DCC	37	8.6%	84	19.5%	309	**71.9%**	430	100.0%	3.89
Difference		-2.1		-11.1		13.2			0.40
Provide Skills That Enable Students to Make More Money									
Ideal College	33	7.9%	37	8.8%	350	83.3%	420	100.0%	4.28
M-DCC	57	13.3%	127	29.7%	244	57.0%	428	100.0%	3.59
Difference		-5.5		-20.9		26.3			0.69
Provide Core Courses that Expose Students to a Variety of Academic Disciplines									
Ideal College	24	5.7%	38	9.0%	358	85.2%	420	100.0%	4.27
M-DCC	50	11.6%	81	18.8%	301	**69.7%**	432	100.0%	3.75
Difference		-5.9		-9.7		15.6			0.52
Provide Extracurricular Activities Such as Student Government, Theater Productions, Music Groups, etc.									
Ideal College	31	7.4%	37	8.8%	353	83.8%	421	100.0%	4.26
M-DCC	42	9.9%	88	20.7%	296	**69.5%**	426	100.0%	3.87
Difference		-2.5		-11.9		14.4			0.39
Help Students Clarify Concerns Regarding Values and Their Significance									
Ideal College	27	6.5%	42	10.0%	349	83.5%	418	100.0%	4.22
M-DCC	51	11.9%	128	29.8%	250	58.3%	429	100.0%	3.61
Difference		-5.4		-19.8		25.2			0.61
Offer Programs that are Completed in Two Years									
Ideal College	40	9.4%	27	6.4%	357	84.2%	424	100.0%	4.21
M-DCC	54	12.5%	65	15.0%	313	**72.5%**	432	100.0%	3.86
Difference		-3.1		-8.7		11.7			0.35
Develop an Appreciation of Music, Drama, and the Fine Arts									
Ideal College	49	11.8%	70	16.8%	297	71.4%	416	100.0%	3.88
M-DCC	45	10.4%	128	29.7%	258	59.9%	431	100.0%	3.67
Difference		1.3		-12.9		11.5			0.21

Figure 2a. Mean Rank of Top 10 Goals - North Campus



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GOALS_N.XLT Chart 1

Figure 2b. Mean of Goals Ranked 11-20 - North Campus

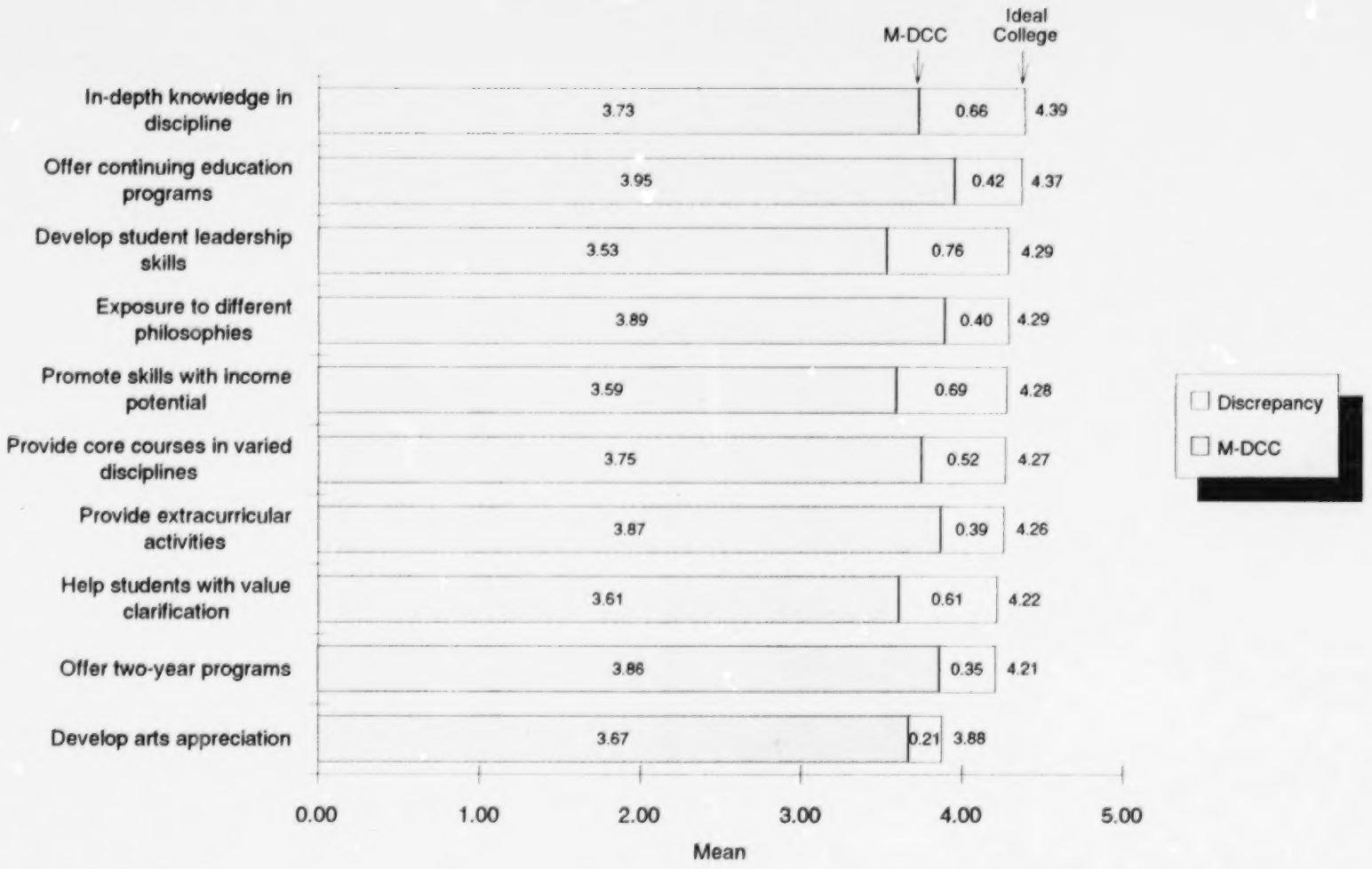


Table 6

Student Agreement and Overall Mean Ratings of 20 Educational Goals for "Ideal" College and M-DCC

Kendall Campus

	Ratings								
	Disagree		Uncertain		Agree		Total		Mean
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Rating
Prepare Students to Communicate Effectively, Both in Oral and Written Form									
Ideal College	24	4.8%	9	1.8%	462	93.3%	495	100.0%	4.57
M-DCC	63	12.7%	75	15.1%	359	**72.2%**	497	100.0%	3.83
Difference		-7.8		-13.3		21.1			0.74
Prepare Students for Transfer to a Four-Year College									
Ideal College	29	5.9%	11	2.2%	452	91.9%	492	100.0%	4.53
M-DCC	44	8.8%	77	15.4%	378	**75.8%**	499	100.0%	3.87
Difference		-2.9		-13.2		16.1			0.66
Maintain High Academic Quality									
Ideal College	27	5.5%	10	2.0%	453	92.4%	490	100.0%	4.53
M-DCC	60	12.1%	69	13.9%	367	**74.0%**	496	100.0%	3.83
Difference		-6.6		-11.9		18.5			0.70
Provide Students with an Opportunity to Become Broadly-Educated									
Ideal College	26	5.3%	10	2.0%	454	92.7%	490	100.0%	4.52
M-DCC	41	8.3%	83	16.9%	368	**74.8%**	492	100.0%	3.89
Difference		-3.0		-14.8		17.9			0.63
Maintain an Excellent Reputation									
Ideal College	26	5.3%	22	4.5%	440	90.2%	488	100.0%	4.49
M-DCC	54	10.9%	76	15.3%	366	**73.8%**	496	100.0%	3.91
Difference		-5.6		-10.8		16.4			0.58
Prepare Students for a Career Upon Graduation									
Ideal College	29	5.9%	19	3.9%	445	90.3%	493	100.0%	4.47
M-DCC	68	13.7%	125	25.2%	304	**61.2%**	497	100.0%	3.63
Difference		-7.8		-21.3		29.1			0.84
Teach Skills to Identify Problems, Evaluate Evidence, and Pursue Solutions									
Ideal College	22	4.5%	19	3.9%	450	91.6%	491	100.0%	4.46
M-DCC	66	13.4%	135	27.3%	293	59.3%	494	100.0%	3.59
Difference		-8.9		-23.5		32.3			0.87
Offer Continuing Education Programs									
Ideal College	24	4.9%	18	3.7%	450	91.5%	492	100.0%	4.45
M-DCC	34	6.9%	95	19.2%	366	**73.9%**	495	100.0%	3.97
Difference		-2.0		-15.5		17.5			0.48
Provide Assistance in Identifying Personal Goals and Develop Means of Achieving Them									
Ideal College	23	4.7%	23	4.7%	447	90.7%	493	100.0%	4.45
M-DCC	103	**20.7%**	125	25.1%	270	54.2%	498	100.0%	3.41
Difference		-16.0		-20.4		36.5			**1.04**
Teach Basic Skills in Reading, Writing and Math									
Ideal College	40	8.2%	17	3.5%	432	88.3%	489	100.0%	4.43
M-DCC	29	5.9%	42	8.5%	423	**85.6%**	494	100.0%	4.22
Difference		2.3		-5.0		2.7			0.21

Table 6

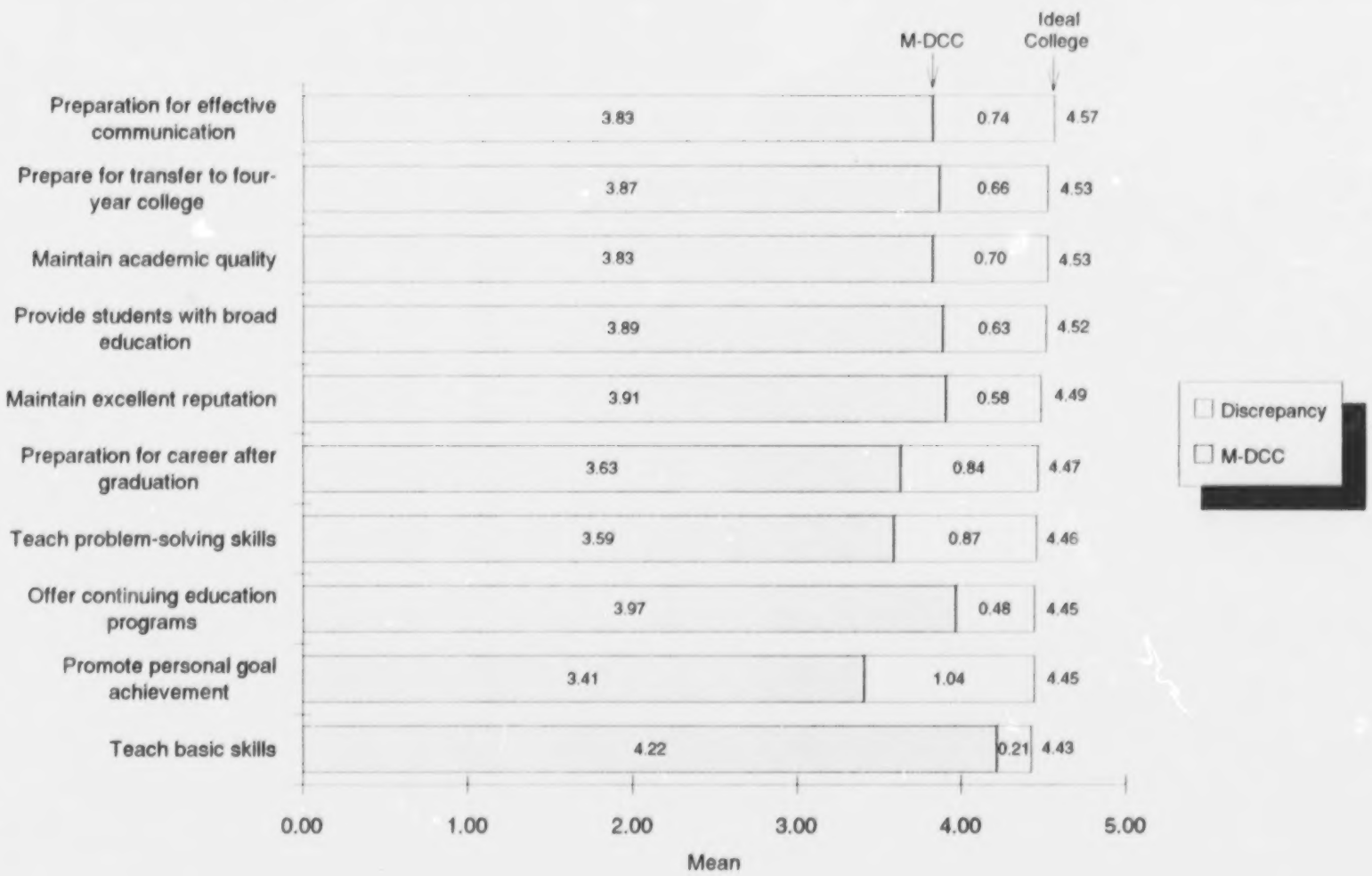
(continued)

Student Agreement and Overall Mean Ratings of 20 Educational Goals for "Ideal" College and M-DCC

Kendall Campus

	Ratings								
	Disagree		Uncertain		Agree		Total		Mean
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Rating
Provide a Variety of Experiences Beyond Lectures and Labs (Internships, Independent Study, Cooperative Education, Community Service, etc.)									
Ideal College	27	5.5%	22	4.5%	445	90.1%	494	100.0%	4.42
M-DCC	57	11.4%	97	19.4%	345	69.1%	499	100.0%	3.80
Difference		-6.0		-15.0		20.9			0.62
Provide Students with an Awareness of Different Philosophies, Cultures, and Ways of Life									
Ideal College	27	5.5%	31	6.3%	431	88.1%	489	100.0%	4.38
M-DCC	63	12.7%	123	24.8%	309	62.4%	495	100.0%	3.68
Difference		-7.2		-18.5		25.7			0.70
Offer Programs that are Completed in Two Years									
Ideal College	34	6.9%	24	4.9%	436	88.3%	494	100.0%	4.36
M-DCC	57	11.4%	73	14.6%	370	74.0%	500	100.0%	3.89
Difference		-4.5		-9.7		14.3			0.47
Develop Student Leadership Qualities									
Ideal College	28	5.7%	28	5.7%	436	88.6%	492	100.0%	4.35
M-DCC	88	17.8%	167	33.8%	239	48.4%	494	100.0%	3.42
Difference		-12.1		-28.1		40.2			0.93
Help Students Acquire Depth of Knowledge in Major Academic Discipline									
Ideal College	27	5.5%	34	7.0%	427	87.5%	488	100.0%	4.35
M-DCC	64	13.0%	123	24.9%	307	62.1%	494	100.0%	3.62
Difference		-7.4		-17.9		25.4			0.73
Provide Extracurricular Activities Such as Student Government, Theater Productions, Music Groups, etc.									
Ideal College	27	5.5%	41	8.4%	423	86.2%	491	100.0%	4.31
M-DCC	40	8.1%	119	24.1%	335	67.8%	494	100.0%	3.85
Difference		-2.6		-15.7		18.3			0.46
Provide Core Courses that Expose Students to a Variety of Academic Disciplines									
Ideal College	34	6.9%	39	7.9%	418	85.1%	491	100.0%	4.29
M-DCC	47	9.5%	114	23.0%	334	67.5%	495	100.0%	3.79
Difference		-2.6		-15.1		17.7			0.50
Provide Skills That Enable Students to Make More Money									
Ideal College	39	8.0%	45	9.2%	405	82.8%	489	100.0%	4.25
M-DCC	78	16.0%	167	34.2%	244	49.9%	489	100.0%	3.45
Difference		-8.0		-24.9		32.9			0.80
Help Students Clarify Concerns Regarding Values and Their Significance									
Ideal College	30	6.1%	50	10.2%	409	83.6%	489	100.0%	4.23
M-DCC	75	15.2%	156	31.6%	262	53.1%	493	100.0%	3.48
Difference		-9.1		-21.4		30.5			0.75
Develop an Appreciation of Music, Drama, and the Fine Arts									
Ideal College	49	9.9%	67	13.5%	379	76.6%	495	100.0%	3.99
M-DCC	61	12.4%	133	27.0%	299	60.8%	493	100.0%	3.64
Difference		-2.5		-13.4		15.9			0.35

Figure 3a. Mean Rank of Top 10 Goals - Kendall Campus



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GOALS_K.XLT Chart 1

Figure 3b. Mean of Goals Ranked 11-20 - Kendall Campus

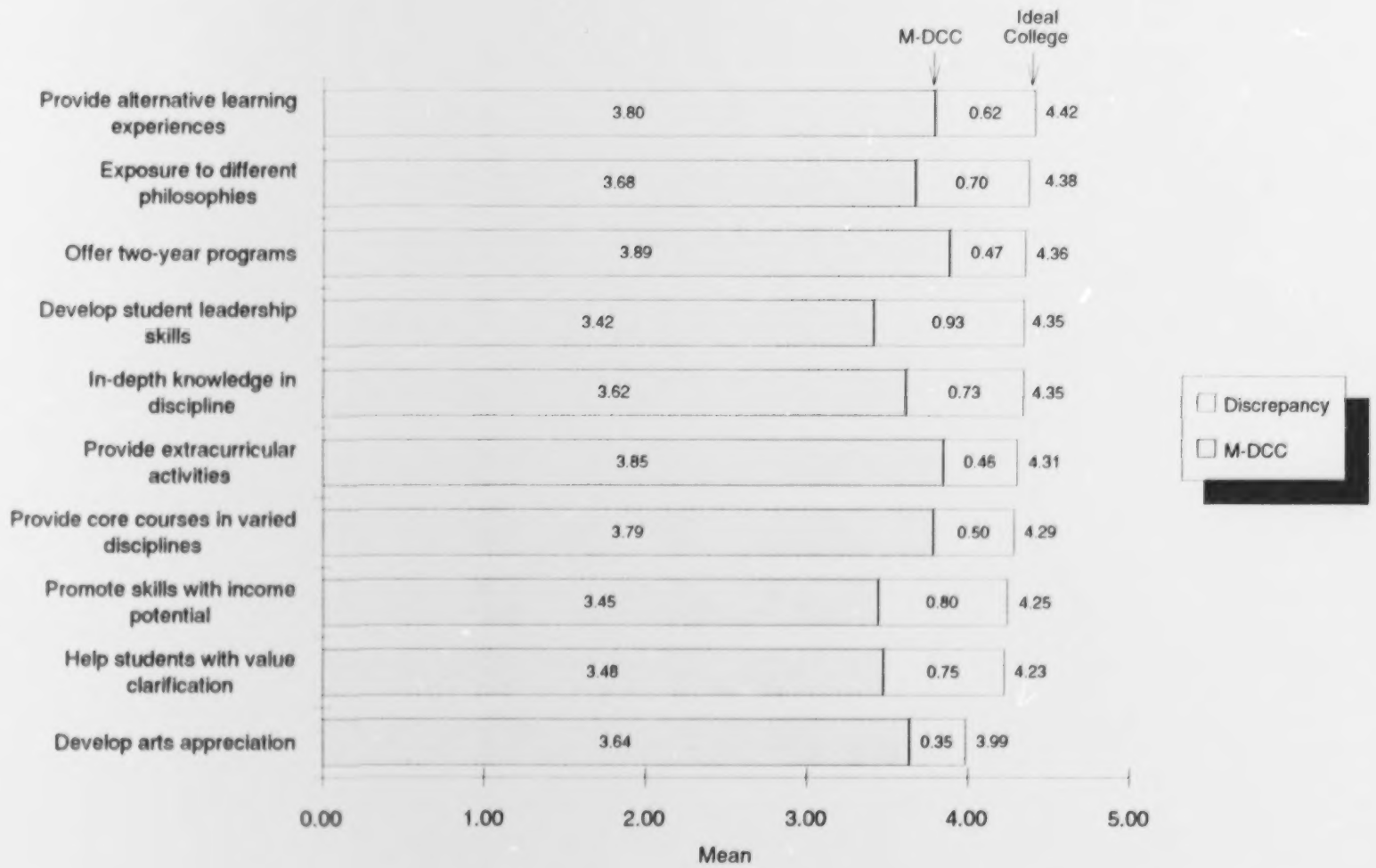


Table 7

Student Agreement and Overall Mean Ratings of 20 Educational Goals for "Ideal" College and M-DCC

Wolfson Campus

	Ratings								
	Disagree		Uncertain		Agree		Total		Mean
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Rating
Maintain an Excellent Reputation									
Ideal College	13	6.7%	4	2.1%	178	91.3%	195	100.0%	4.45
M-DCC	20	10.5%	27	14.1%	144	75.4%	191	100.0%	3.97
Difference		-3.8		-12.1		15.9			0.48
Prepare Students to Communicate Effectively, Both in Oral and Written Form									
Ideal College	16	8.1%	7	3.5%	175	88.4%	198	100.0%	4.43
M-DCC	21	11.0%	29	15.2%	141	73.8%	191	100.0%	3.93
Difference		-2.9		-11.6		14.6			0.50
Maintain High Academic Quality									
Ideal College	16	8.1%	10	5.1%	171	86.8%	197	100.0%	4.40
M-DCC	18	9.5%	35	18.4%	137	72.1%	190	100.0%	3.88
Difference		-1.4		-13.3		14.7			0.52
Prepare Students for a Career Upon Graduation									
Ideal College	18	9.0%	7	3.5%	175	87.5%	200	100.0%	4.35
M-DCC	21	11.0%	54	28.3%	116	60.7%	191	100.0%	3.68
Difference		-2.0		-24.8		26.8			0.67
Provide Students with an Opportunity to Become Broadly-Educated									
Ideal College	17	8.5%	10	5.0%	172	86.4%	199	100.0%	4.35
M-DCC	20	10.5%	33	17.4%	137	72.1%	190	100.0%	3.86
Difference		-2.0		-12.3		14.3			0.49
Prepare Students for Transfer to a Four-Year College									
Ideal College	21	10.6%	6	3.0%	172	86.4%	199	100.0%	4.34
M-DCC	20	10.4%	30	15.6%	142	74.0%	192	100.0%	3.86
Difference		0.1		-12.6		12.5			0.48
Offer Continuing Education Programs									
Ideal College	17	8.6%	9	4.6%	171	86.8%	197	100.0%	4.34
M-DCC	11	5.8%	32	16.8%	148	77.5%	191	100.0%	4.04
Difference		2.9		-12.2		9.3			0.30
Provide Assistance in Identifying Personal Goals and Develop Means of Achieving Them									
Ideal College	14	7.1%	11	5.6%	173	87.4%	198	100.0%	4.34
M-DCC	34	18.2%	36	19.3%	117	62.6%	187	100.0%	3.57
Difference		-11.1		-13.7		24.8			0.77
Teach Skills to Identify Problems, Evaluate Evidence, and Pursue Solutions									
Ideal College	15	7.6%	12	6.1%	170	86.3%	197	100.0%	4.30
M-DCC	23	12.0%	55	28.8%	113	59.2%	191	100.0%	3.62
Difference		-4.4		-22.7		27.1			0.68
Provide Students with an Awareness of Different Philosophies, Cultures, and Ways of Life									
Ideal College	15	7.6%	14	7.1%	168	85.3%	197	100.0%	4.26
M-DCC	17	9.0%	48	25.4%	124	65.6%	189	100.0%	3.80
Difference		-1.4		-18.3		19.7			0.46

Table 7

(continued)

Student Agreement and Overall Mean Ratings of 20 Educational Goals for "Ideal" College and M-DCC

Wolfson Campus

	Ratings								Mean
	Disagree		Uncertain		Agree		Total		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Rating
Offer Programs that are Completed in Two Years									
Ideal College	18	9.1%	13	6.6%	167	84.3%	198	100.0%	4.25
M-DCC	22	11.5%	34	17.8%	135	70.7%	191	100.0%	3.85
Difference		-2.4		-11.2		13.7			0.40
Provide Skills That Enable Students to Make More Money									
Ideal College	17	8.6%	15	7.6%	165	83.8%	197	100.0%	4.24
M-DCC	25	13.3%	68	36.2%	95	50.5%	188	100.0%	3.47
Difference		-4.7		-28.6		33.2			0.77
Provide a Variety of Experiences Beyond Lectures and Labs (Internships, Independent Study, Cooperative Education, Community Service, etc.)									
Ideal College	17	8.6%	14	7.1%	167	84.3%	198	100.0%	4.22
M-DCC	22	11.5%	54	28.1%	116	60.4%	192	100.0%	3.66
Difference		-2.9		-21.1		23.9			0.56
Develop Student Leadership Qualities									
Ideal College	15	7.6%	18	9.1%	165	83.3%	198	100.0%	4.21
M-DCC	28	14.7%	58	30.4%	105	55.0%	191	100.0%	3.52
Difference		-7.1		-21.3		28.4			0.69
Help Students Acquire Depth of Knowledge in Major Academic Discipline									
Ideal College	18	9.0%	14	7.0%	167	83.9%	199	100.0%	4.20
M-DCC	16	8.4%	59	30.9%	116	60.7%	191	100.0%	3.70
Difference		0.7		-23.9		23.2			0.50
Teach Basic Skills in Reading, Writing and Math									
Ideal College	23	11.6%	14	7.1%	161	81.3%	198	100.0%	4.20
M-DCC	15	7.9%	17	8.9%	158	83.2%	190	100.0%	4.14
Difference		3.7		-1.9		-1.8			0.06
Provide Extracurricular Activities Such as Student Government, Theater Productions, Music Groups, etc.									
Ideal College	19	9.5%	26	13.1%	154	77.4%	199	100.0%	4.15
M-DCC	20	10.5%	56	29.5%	114	60.0%	190	100.0%	3.71
Difference		-1.0		-16.4		17.4			0.44
Provide Core Courses that Expose Students to a Variety of Academic Disciplines									
Ideal College	21	10.6%	19	9.6%	158	79.8%	198	100.0%	4.11
M-DCC	17	8.9%	53	27.6%	122	63.5%	192	100.0%	3.77
Difference		1.8		-18.0		16.3			0.34
Help Students Clarify Concerns Regarding Values and Their Significance									
Ideal College	18	9.1%	21	10.7%	158	80.2%	197	100.0%	4.09
M-DCC	25	13.2%	52	27.5%	112	59.3%	189	100.0%	3.58
Difference		-4.1		-16.9		20.9			0.51
Develop an Appreciation of Music, Drama, and the Fine Arts									
Ideal College	19	9.5%	34	17.0%	147	73.5%	200	100.0%	3.93
M-DCC	23	12.1%	58	30.5%	109	57.4%	190	100.0%	3.63
Difference		-2.6		-13.5		16.1			0.30

Figure 4a. Mean Rank of Top 10 Goals - Wolfson Campus

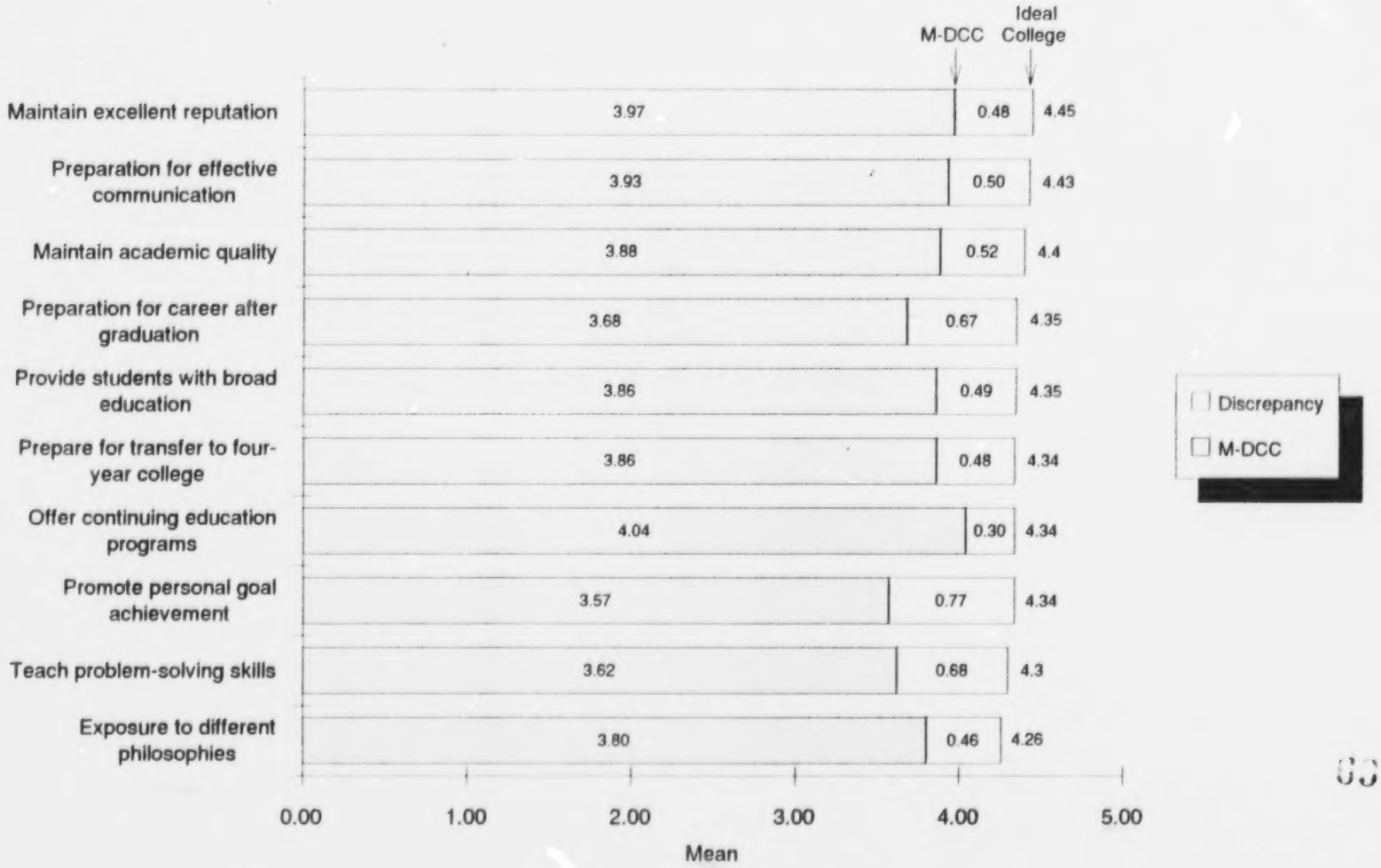
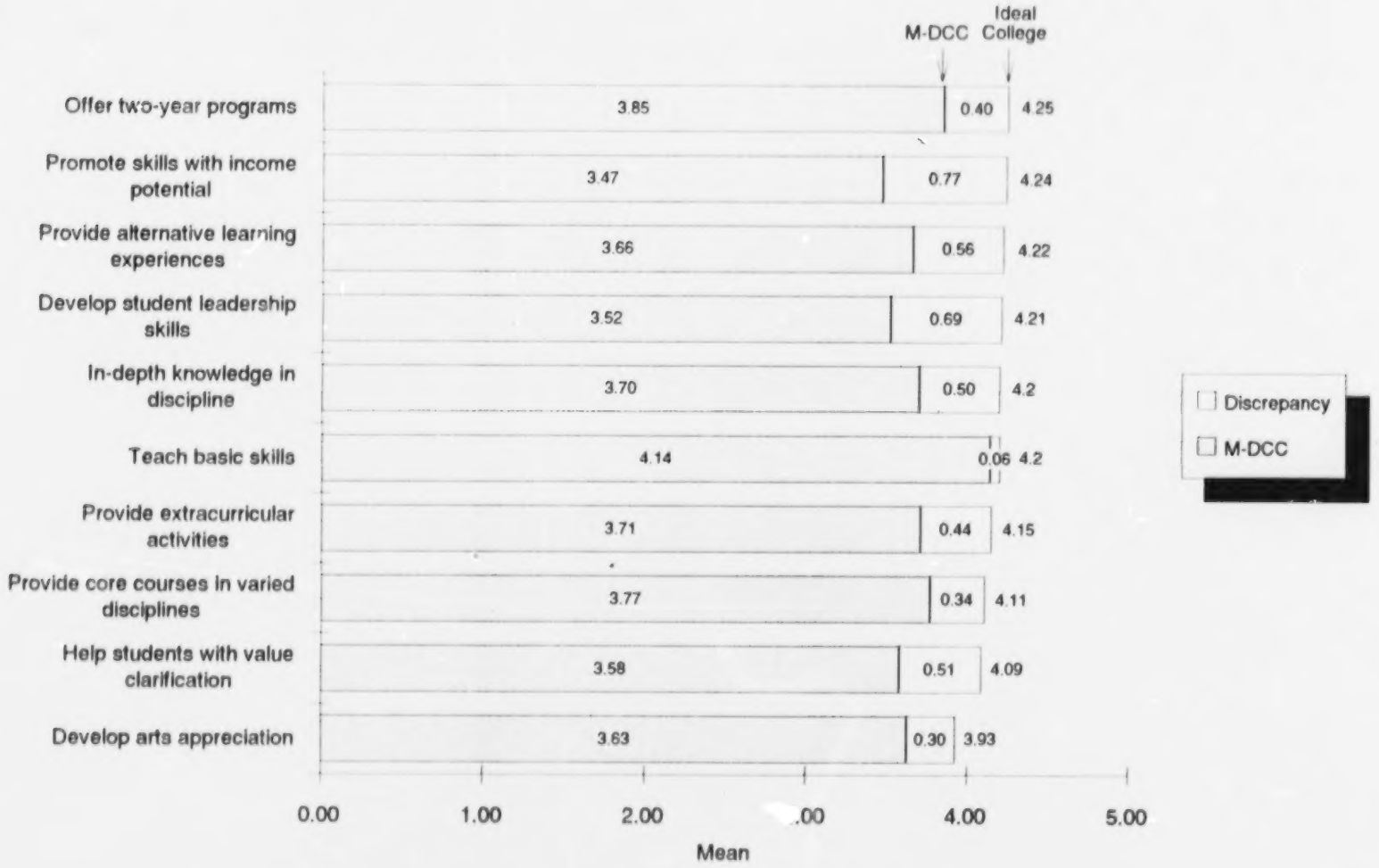


Figure 4b. Mean of Goals Ranked 11-20 - Wolfson Campus



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GOALS_W XLT Chart 2

Table 8

Student Agreement and Overall Mean Ratings of 20 Educational Goals for "Ideal" College and M-DCC Medical Center Campus

	Ratings								
	Disagree		Uncertain		Agree		Total		Mean
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Rating
Maintain an Excellent Reputation									
Ideal College	0	0.0%	2	2.3%	86	97.7%	88	100.0%	4.85
M-DCC	4	4.4%	13	14.4%	73	**81.1%**	90	100.0%	4.21
Difference		-4.4		-12.2		16.6			0.64
Maintain High Academic Quality									
Ideal College	0	0.0%	2	2.3%	86	97.7%	88	100.0%	4.83
M-DCC	7	7.8%	10	11.1%	73	**81.1%**	90	100.0%	4.10
Difference		-7.8		-8.8		16.6			0.73
Prepare Students for Transfer to a Four-Year College									
Ideal College	1	1.1%	3	3.4%	85	95.5%	89	100.0%	4.72
M-DCC	6	6.7%	7	7.9%	76	**85.4%**	89	100.0%	4.09
Difference		-5.6		-4.5		10.1			0.63
Prepare Students for a Career Upon Graduation									
Ideal College	2	2.2%	2	2.2%	86	95.6%	90	100.0%	4.72
M-DCC	4	4.5%	13	14.6%	72	**80.9%**	89	100.0%	4.17
Difference		-2.3		-12.4		14.7			0.55
Help Students Acquire Depth of Knowledge in Major Academic Discipline									
Ideal College	0	0.0%	3	3.4%	84	96.6%	87	100.0%	4.70
M-DCC	15	16.7%	12	13.3%	63	**70.0%**	90	100.0%	3.80
Difference		-16.7		-9.9		26.6			0.90
Provide Students with an Opportunity to Become Broadly-Educated									
Ideal College	2	2.2%	2	2.2%	85	95.5%	89	100.0%	4.70
M-DCC	9	10.2%	10	11.4%	69	**78.4%**	88	100.0%	3.95
Difference		-8.0		-9.1		17.1			0.75
Prepare Students to Communicate Effectively, Both in Oral and Written Form									
Ideal College	2	2.3%	2	2.3%	83	95.4%	87	100.0%	4.67
M-DCC	10	11.2%	13	14.6%	66	**74.2%**	89	100.0%	3.93
Difference		-8.9		-12.3		21.2			0.74
Offer Continuing Education Programs									
Ideal College	2	2.2%	3	3.4%	84	94.4%	89	100.0%	4.66
M-DCC	8	8.9%	16	17.8%	66	**73.3%**	90	100.0%	4.01
Difference		-6.6		-14.4		21.0			0.65
Teach Skills to Identify Problems, Evaluate Evidence, and Pursue Solutions									
Ideal College	1	1.1%	2	2.3%	85	96.6%	88	100.0%	4.63
M-DCC	9	10.2%	15	17.0%	64	**72.7%**	88	100.0%	3.89
Difference		-9.1		-14.8		23.9			0.74
Provide a Variety of Experiences Beyond Lectures and Labs (Internships, Independent Study, Cooperative Education, Community Service, etc.)									
Ideal College	2	2.3%	2	2.3%	84	95.5%	88	100.0%	4.59
M-DCC	13	14.6%	17	19.1%	59	**66.3%**	89	100.0%	3.79
Difference		-12.3		-16.8		29.2			0.80

Table 8

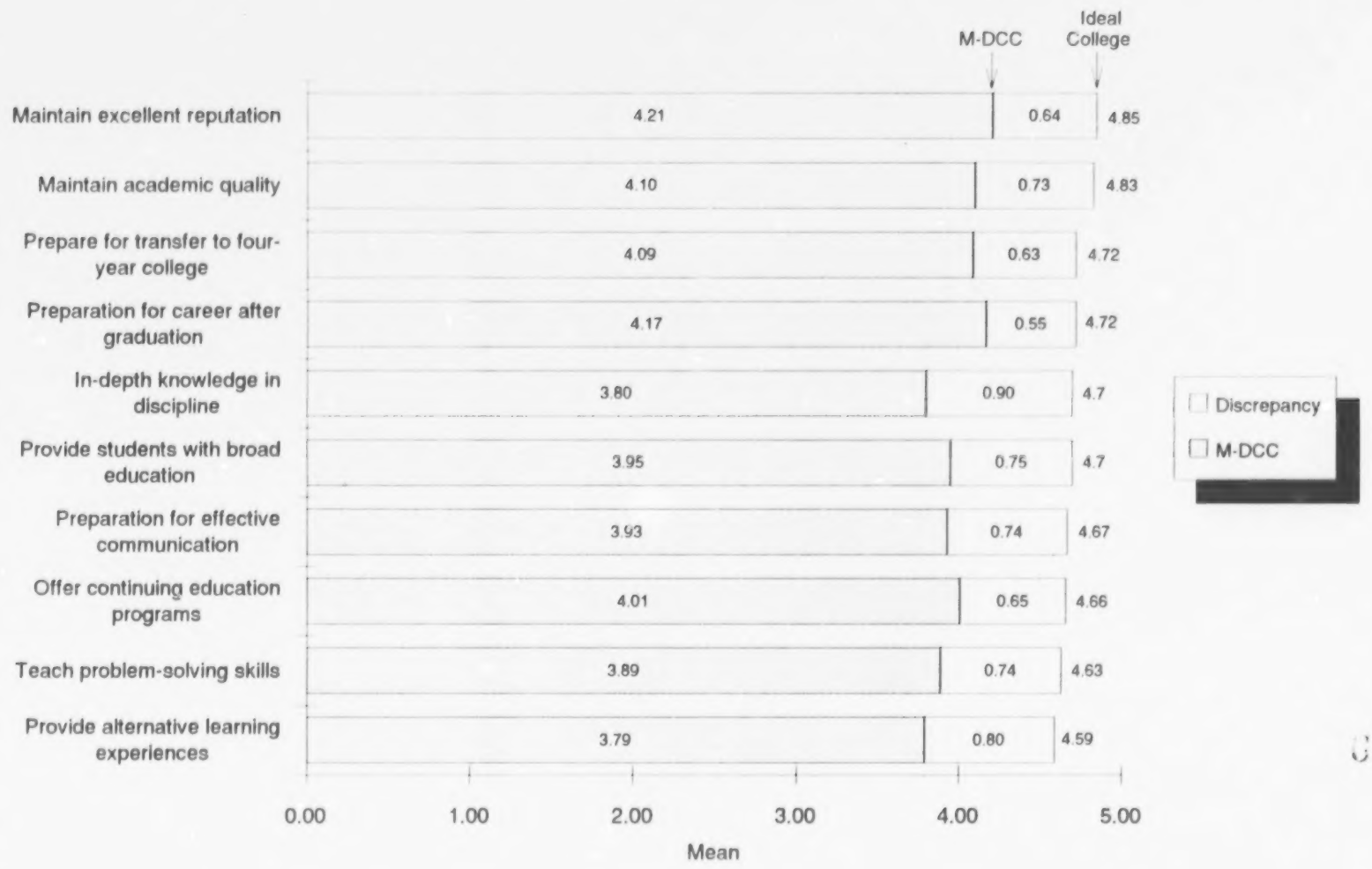
(continued)

Student Agreement and Overall Mean Ratings of 20 Educational Goals for "Ideal" College and M-DCC

Medical Center Campus

	Ratings								Mean Rating
	Disagree		Uncertain		Agree		Total		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Teach Basic Skills in Reading, Writing and Math									
Ideal College	5	5.6%	4	4.5%	80	89.9%	89	100.0%	4.58
M-DCC	3	3.4%	6	6.7%	80	**89.9%**	89	100.0%	4.39
Difference		2.2		-2.2		0.0			0.19
Offer Programs that are Completed in Two Years									
Ideal College	5	5.6%	4	4.4%	81	90.0%	90	100.0%	4.54
M-DCC	4	4.5%	10	11.4%	74	**84.1%**	88	100.0%	4.22
Difference		1.0		-6.9		5.9			0.32
Provide Skills That Enable Students to Make More Money									
Ideal College	2	2.3%	5	5.7%	81	92.0%	88	100.0%	4.54
M-DCC	8	9.1%	19	21.6%	61	**69.3%**	88	100.0%	3.86
Difference		-6.8		-15.9		22.7			0.68
Provide Assistance in Identifying Personal Goals and Develop Means of Achieving Them									
Ideal College	2	2.3%	2	2.3%	84	95.5%	88	100.0%	4.52
M-DCC	13	14.6%	17	19.1%	59	**66.3%**	89	100.0%	3.75
Difference		-12.3		-16.8		29.2			0.77
Provide Core Courses that Expose Students to a Variety of Academic Disciplines									
Ideal College	0	0.0%	10	11.2%	79	88.8%	89	100.0%	4.47
M-DCC	9	10.1%	19	21.3%	61	**68.5%**	89	100.0%	3.82
Difference		-10.1		-10.1		20.2			0.65
Help Students Clarify Concerns Regarding Values and Their Significance									
Ideal College	3	3.4%	8	9.0%	78	87.6%	89	100.0%	4.47
M-DCC	11	12.4%	17	19.1%	61	**68.5%**	89	100.0%	3.79
Difference		-9.0		-10.1		19.1			0.68
Develop Student Leadership Qualities									
Ideal College	2	2.2%	10	11.2%	77	86.5%	89	100.0%	4.45
M-DCC	15	17.0%	16	18.2%	57	**64.8%**	88	100.0%	3.72
Difference		-14.8		-6.9		21.7			0.73
Provide Students with an Awareness of Different Philosophies, Cultures, and Ways of Life									
Ideal College	2	2.3%	8	9.2%	77	88.5%	87	100.0%	4.40
M-DCC	14	15.6%	12	13.3%	64	**71.1%**	90	100.0%	3.80
Difference		-13.3		-4.1		17.4			0.60
Provide Extracurricular Activities Such as Student Government, Theater Productions, Music Groups, etc.									
Ideal College	6	6.9%	10	11.5%	71	81.6%	87	100.0%	4.28
M-DCC	13	14.8%	16	18.2%	59	**67.0%**	88	100.0%	3.76
Difference		-7.9		-6.7		14.6			0.52
Develop an Appreciation of Music, Drama, and the Fine Arts									
Ideal College	4	4.6%	13	14.9%	70	80.5%	87	100.0%	4.18
M-DCC	15	17.2%	19	21.8%	53	**60.9%**	87	100.0%	3.54
Difference		-12.6		-6.9		19.5			0.64

Figure 5a. Mean Rank of Top 10 Goals - Medical Center Campus



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GOALS_M.XLT Chart 1

Figure 5b. Mean of Goals Ranked 11-20 - Medical Center Campus

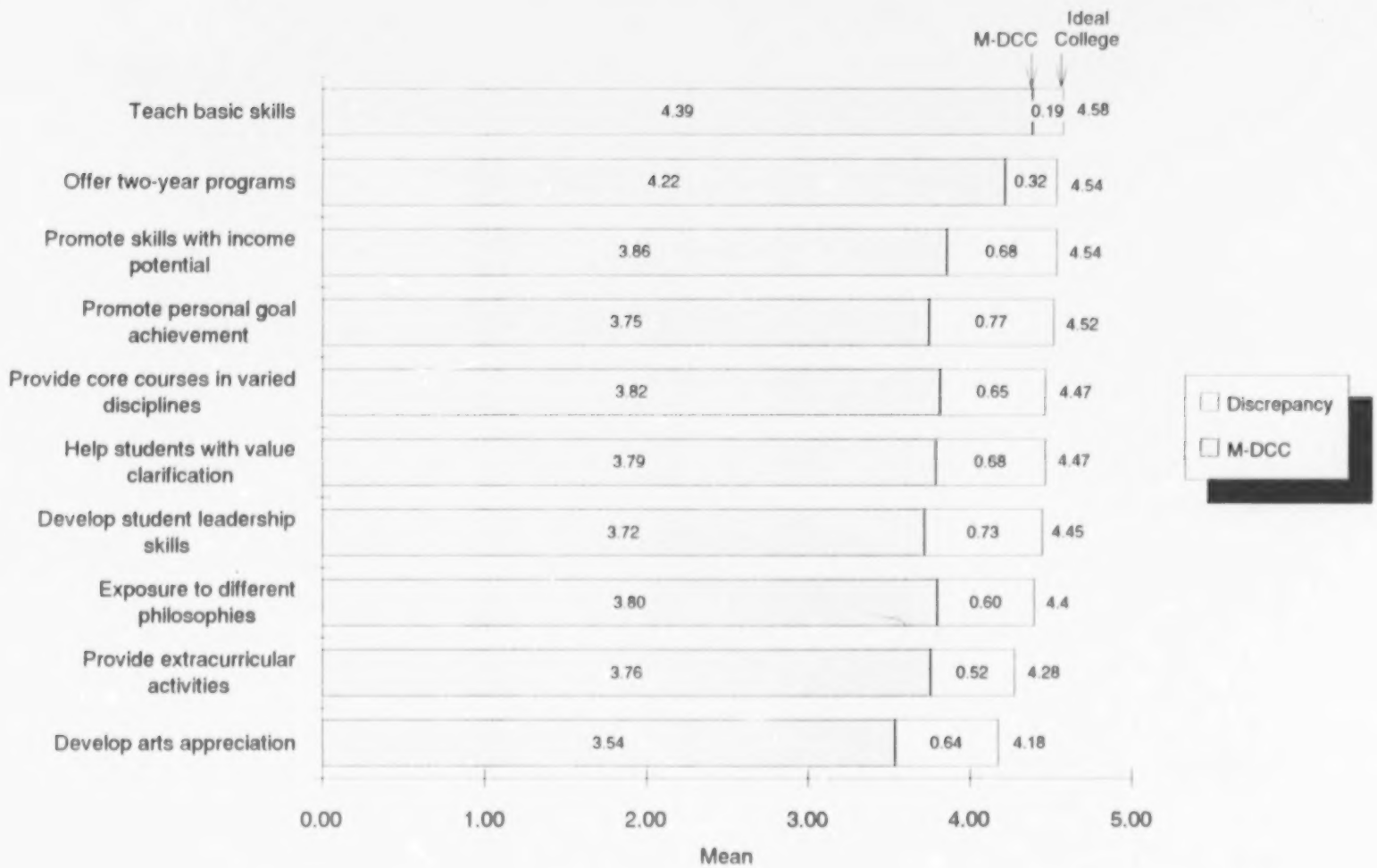

Table 9

Student Agreement and Overall Mean Ratings of 20 Educational Goals for "Ideal" College and M-DCC

Homestead Campus

	Ratings									Mean Rating
	Disagree		Uncertain		Agree		Total			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
Prepare Students for a Career Upon Graduation										
Ideal College	2	5.0%	0	0.0%	38	95.0%	40	100.0%		4.70
M-DCC	4	10.5%	10	26.3%	24	63.2%	38	100.0%		3.82
Difference		-5.5		-26.3		31.8				0.88
Maintain an Excellent Reputation										
Ideal College	2	5.0%	1	2.5%	37	92.5%	40	100.0%		4.65
M-DCC	2	5.1%	4	10.3%	33	84.6%	39	100.0%		4.31
Difference		-0.1		-7.8		7.9				0.34
Provide a Variety of Experiences Beyond Lectures and Labs (Internships, Independent Study, Cooperative Education, Community Service, etc.)										
Ideal College	1	2.5%	3	7.5%	36	90.0%	40	100.0%		4.65
M-DCC	4	10.3%	7	17.9%	28	71.8%	39	100.0%		3.92
Difference		-7.8		-10.4		18.2				0.73
Prepare Students to Communicate Effectively, Both in Oral and Written Form										
Ideal College	2	5.0%	0	0.0%	38	95.0%	40	100.0%		4.63
M-DCC	2	5.1%	6	15.4%	31	79.5%	39	100.0%		4.10
Difference		-0.1		-15.4		15.5				0.53
Maintain High Academic Quality										
Ideal College	2	5.0%	0	0.0%	38	95.0%	40	100.0%		4.58
M-DCC	2	5.1%	6	15.4%	31	79.5%	39	100.0%		4.18
Difference		-0.1		-15.4		15.5				0.40
Develop Student Leadership Qualities										
Ideal College	1	2.6%	1	2.6%	37	94.9%	39	100.0%		4.56
M-DCC	3	7.7%	15	38.5%	21	53.8%	39	100.0%		3.64
Difference		-5.1		-35.9		41.0				0.92
Teach Skills to Identify Problems, Evaluate Evidence, and Pursue Solutions										
Ideal College	2	5.0%	2	5.0%	36	90.0%	40	100.0%		4.55
M-DCC	2	5.1%	12	30.8%	25	64.1%	39	100.0%		3.77
Difference		-0.1		-25.8		25.9				0.78
Provide Students with an Opportunity to Become Broadly-Educated										
Ideal College	2	5.0%	1	2.5%	37	92.5%	40	100.0%		4.53
M-DCC	4	10.3%	6	15.4%	29	74.4%	39	100.0%		4.00
Difference		-5.3		-12.9		18.1				0.53
Offer Continuing Education Programs										
Ideal College	2	5.0%	4	10.0%	34	85.0%	40	100.0%		4.50
M-DCC	2	5.1%	7	17.9%	30	76.9%	39	100.0%		4.00
Difference		-0.1		-7.9		8.1				0.50
Provide Assistance in Identifying Personal Goals and Develop Means of Achieving Them										
Ideal College	3	7.5%	1	2.5%	36	90.0%	40	100.0%		4.50
M-DCC	3	7.7%	11	28.2%	25	64.1%	39	100.0%		3.72
Difference		-0.2		-25.7		25.9				0.78

Table 9

(continued)

Student Agreement and Overall Mean Ratings of 20 Educational Goals for "Ideal" College and M-DCC

Homestead Campus

	Ratings									Mean Rating
	Disagree		Uncertain		Agree		Total			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
Prepare Students for Transfer to a Four-Year College										
Ideal College	4	10.0%	0	0.0%	36	90.0%	40	100.0%		4.48
M-DCC	2	5.3%	5	13.2%	31	81.6%	38	100.0%		4.11
Difference		4.7		-13.2		8.4				0.37
Provide Core Courses that Expose Students to a Variety of Academic Disciplines										
Ideal College	2	5.0%	1	2.5%	37	92.5%	40	100.0%		4.48
M-DCC	4	10.3%	10	25.6%	25	64.1%	39	100.0%		3.77
Difference		-5.3		-23.1		28.4				0.71
Provide Students with an Awareness of Different Philosophies, Cultures, and Ways of Life										
Ideal College	1	2.5%	2	5.0%	37	92.5%	40	100.0%		4.45
M-DCC	3	7.7%	11	28.2%	25	64.1%	39	100.0%		3.74
Difference		-5.2		-23.2		28.4				0.71
Provide Extracurricular Activities Such as Student Government, Theater Productions, Music Groups, etc.										
Ideal College	1	2.5%	5	12.5%	34	85.0%	40	100.0%		4.45
M-DCC	7	17.9%	11	28.2%	21	53.8%	39	100.0%		3.54
Difference		-15.4		-15.7		31.2				0.91
Offer Programs that are Completed in Two Years										
Ideal College	3	7.5%	1	2.5%	36	90.0%	40	100.0%		4.43
M-DCC	3	7.9%	2	5.3%	33	86.8%	38	100.0%		4.26
Difference		-0.4		-2.8		3.2				0.17
Provide Skills That Enable Students to Make More Money										
Ideal College	2	5.0%	1	2.5%	37	92.5%	40	100.0%		4.40
M-DCC	3	7.7%	11	28.2%	25	64.1%	39	100.0%		3.69
Difference		-2.7		-25.7		28.4				0.71
Teach Basic Skills in Reading, Writing and Math										
Ideal College	3	7.5%	2	5.0%	35	87.5%	40	100.0%		4.40
M-DCC	2	5.3%	2	5.3%	34	89.5%	38	100.0%		4.45
Difference		2.2		-0.3		-2.0				-0.05
Help Students Acquire Depth of Knowledge in Major Academic Discipline										
Ideal College	2	5.0%	4	10.0%	34	85.0%	40	100.0%		4.35
M-DCC	2	5.1%	10	25.6%	27	69.2%	39	100.0%		3.85
Difference		-0.1		-15.6		15.8				0.50
Develop an Appreciation of Music, Drama, and the Fine Arts										
Ideal College	2	5.0%	3	7.5%	35	87.5%	40	100.0%		4.28
M-DCC	4	10.3%	10	25.6%	25	64.1%	39	100.0%		3.85
Difference		-5.3		-18.1		23.4				0.43
Help Students Clarify Concerns Regarding Values and Their Significance										
Ideal College	3	7.5%	4	10.0%	33	82.5%	40	100.0%		4.28
M-DCC	4	10.3%	10	25.6%	25	64.1%	39	100.0%		3.74
Difference		-2.8		-15.6		18.4				0.54

Figure 6a. Mean Rank of Top 10 Goals - Homestead Campus

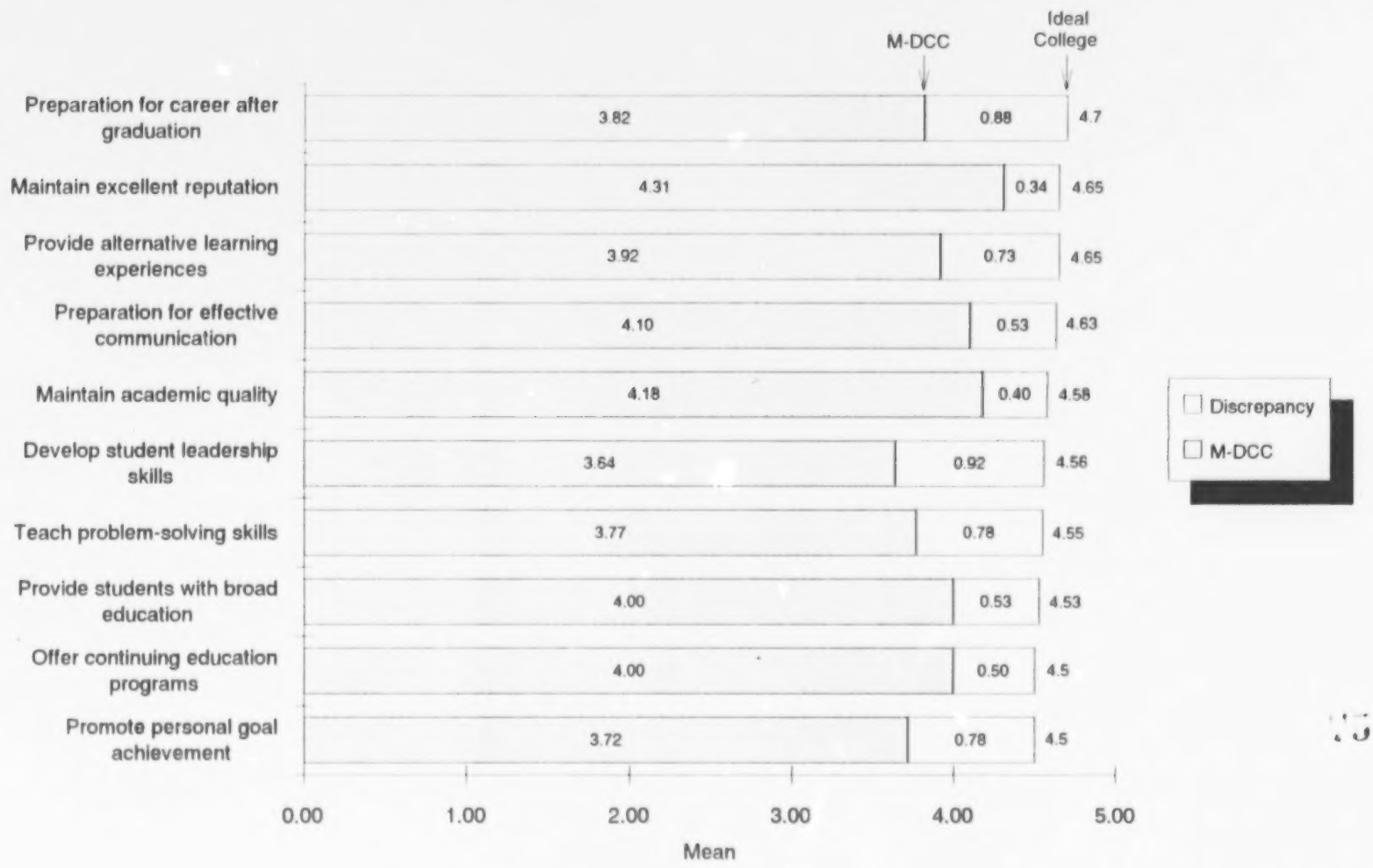

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Figure 6b. Mean of Goals Ranked 11-20 - Homestead Campus

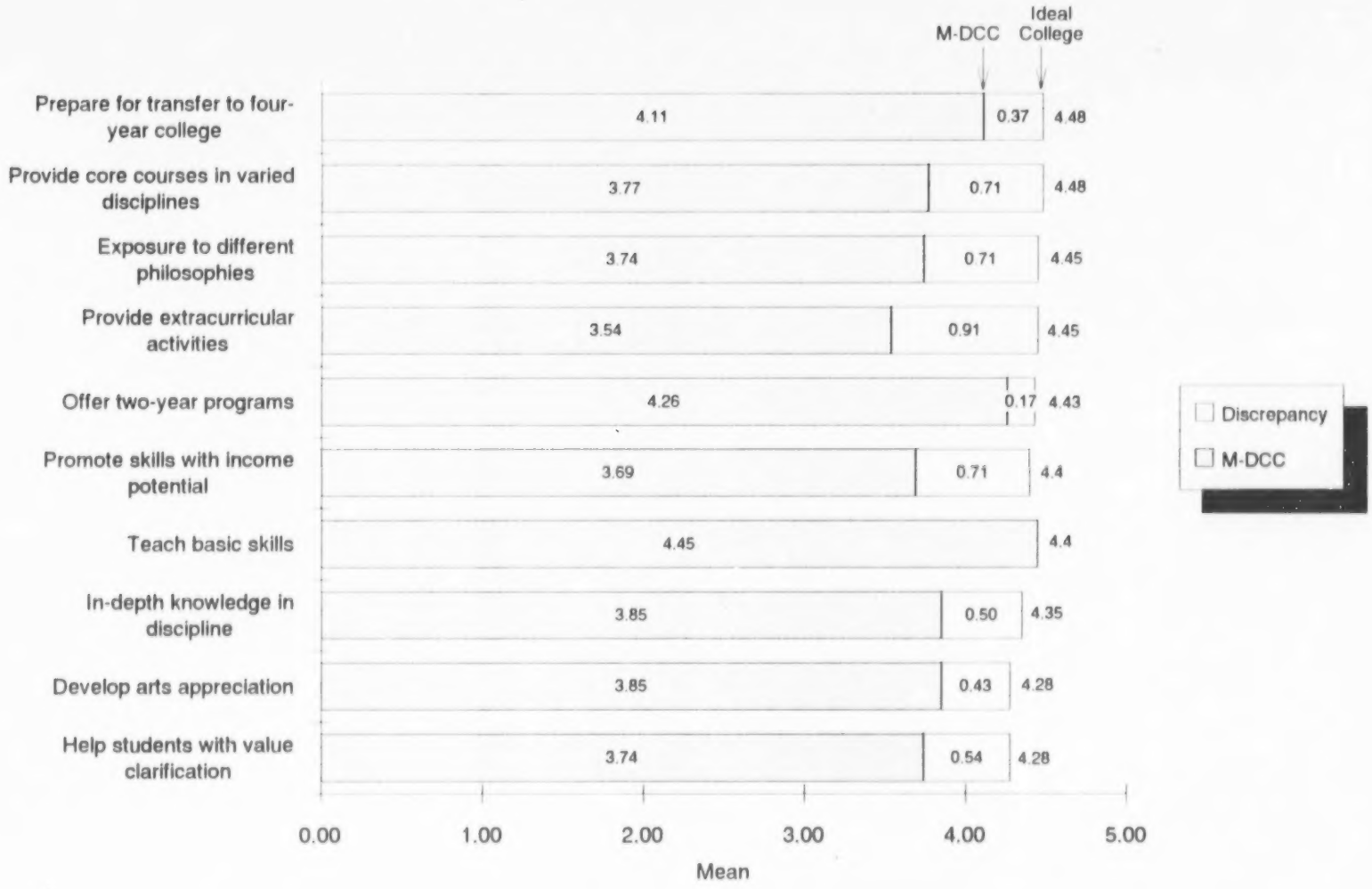

Table 10

Student Agreement and Overall Mean Ratings of 20 Educational Goals for "Ideal" College and M-DCC

InterAmerican Center

	Ratings									
	Disagree		Uncertain		Agree		Total		Mean
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Rating
Provide Students with an Opportunity to Become Broadly-Educated									
Ideal College	7	9.9%	3	4.2%	61	85.9%	71	100.0%	4.35
M-DCC	16	**22.9%**	17	24.3%	37	52.9%	70	100.0%	3.36
Difference		-13.0		-20.1		33.1			0.99
Maintain an Excellent Reputation									
Ideal College	10	14.1%	1	1.4%	60	84.5%	71	100.0%	4.31
M-DCC	14	**20.3%**	5	7.2%	50	**72.5%**	69	100.0%	3.80
Difference		-6.2		-5.8		12.0			0.51
Maintain High Academic Quality									
Ideal College	9	12.7%	2	2.8%	60	84.5%	71	100.0%	4.30
M-DCC	13	18.6%	9	12.9%	48	**68.6%**	70	100.0%	3.67
Difference		-5.9		-10.0		15.9			0.63
Prepare Students for a Career Upon Graduation									
Ideal College	8	11.1%	3	4.2%	61	84.7%	72	100.0%	4.29
M-DCC	14	19.7%	9	12.7%	48	**67.6%**	71	100.0%	3.77
Difference		-8.6		-8.5		17.1			0.52
Provide Assistance in Identifying Personal Goals and Develop Means of Achieving Them									
Ideal College	9	12.5%	5	6.9%	58	80.6%	72	100.0%	4.28
M-DCC	15	**21.1%**	21	29.6%	35	49.3%	71	100.0%	3.41
Difference		-8.6		-22.6		31.3			0.87
Provide Skills That Enable Students to Make More Money									
Ideal College	7	9.9%	6	8.5%	58	81.7%	71	100.0%	4.27
M-DCC	13	18.6%	20	28.6%	37	52.9%	70	100.0%	3.46
Difference		-8.7		-20.1		28.8			0.81
Provide Students with an Awareness of Different Philosophies, Cultures, and Ways of Life									
Ideal College	7	9.9%	3	4.2%	61	85.9%	71	100.0%	4.25
M-DCC	12	17.1%	14	20.0%	44	**62.9%**	70	100.0%	3.57
Difference		-7.3		-15.8		23.1			0.68
Offer Programs that are Completed in Two Years									
Ideal College	12	16.4%	0	0.0%	61	83.6%	73	100.0%	4.25
M-DCC	12	16.9%	6	8.5%	53	**74.6%**	71	100.0%	3.90
Difference		-0.5		-8.5		8.9			0.35
Prepare Students to Communicate Effectively, Both in Oral and Written Form									
Ideal College	11	15.3%	2	2.8%	59	81.9%	72	100.0%	4.22
M-DCC	14	19.7%	6	8.5%	51	**71.8%**	71	100.0%	3.79
Difference		-4.4		-5.7		10.1			0.43
Offer Continuing Education Programs									
Ideal College	10	14.1%	2	2.8%	59	83.1%	71	100.0%	4.21
M-DCC	12	16.9%	11	15.5%	48	**67.6%**	71	100.0%	3.80
Difference		-2.8		-12.7		15.5			0.41

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Table 10
(continued)
Student Agreement and Overall Mean Ratings of 20 Educational Goals for "Ideal" College and M-DCC
InterAmerican Center

	Ratings								Mean Rating
	Disagree		Uncertain		Agree		Total		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Provide Core Courses that Expose Students to a Variety of Academic Disciplines									
Ideal College	6	8.5%	9	12.7%	56	78.9%	71	100.0%	4.20
M-DCC	14	**20.3%**	19	27.5%	36	52.2%	69	100.0%	3.39
Difference		-11.8		-14.9		26.7			0.81
Prepare Students for Transfer to a Four-Year College									
Ideal College	10	13.9%	4	5.6%	58	80.6%	72	100.0%	4.19
M-DCC	14	**20.0%**	4	5.7%	52	**74.3%**	70	100.0%	3.90
Difference		-6.1		-0.2		6.3			0.29
Teach Skills to Identify Problems, Evaluate Evidence, and Pursue Solutions									
Ideal College	8	11.1%	2	2.8%	62	86.1%	72	100.0%	4.19
M-DCC	16	**22.9%**	13	18.6%	41	58.6%	70	100.0%	3.40
Difference		-11.7		-15.8		27.5			0.79
Help Students Clarify Concerns Regarding Values and Their Significance									
Ideal College	8	11.3%	3	4.2%	60	84.5%	71	100.0%	4.18
M-DCC	13	18.6%	15	21.4%	42	**60.0%**	70	100.0%	3.47
Difference		-7.3		-17.2		24.5			0.71
Help Students Acquire Depth of Knowledge in Major Academic Discipline									
Ideal College	9	12.7%	4	5.6%	58	81.7%	71	100.0%	4.17
M-DCC	15	**21.7%**	18	26.1%	36	52.2%	69	100.0%	3.41
Difference		-9.1		-20.5		29.5			0.76
Provide a Variety of Experiences Beyond Lectures and Labs (Internships, Independent Study, Cooperative Education, Community Service, etc.)									
Ideal College	7	9.9%	9	12.7%	55	77.5%	71	100.0%	4.15
M-DCC	18	**25.4%**	21	29.6%	32	45.1%	71	100.0%	3.28
Difference		-15.5		-16.9		32.4			0.87
Teach Basic Skills in Reading, Writing and Math									
Ideal College	13	18.1%	3	4.2%	56	77.8%	72	100.0%	4.07
M-DCC	13	18.6%	6	8.6%	51	**72.9%**	70	100.0%	3.74
Difference		-0.5		-4.4		4.9			0.33
Develop Student Leadership Qualities									
Ideal College	11	15.7%	4	5.7%	55	78.6%	70	100.0%	4.06
M-DCC	16	**22.5%**	23	32.4%	32	45.1%	71	100.0%	3.24
Difference		-6.8		-26.7		33.5			0.82
Provide Extracurricular Activities Such as Student Government, Theater Productions, Music Groups, etc.									
Ideal College	9	12.9%	9	12.9%	52	74.3%	70	100.0%	4.00
M-DCC	14	**20.3%**	22	31.9%	33	47.8%	69	100.0%	3.36
Difference		-7.4		-19.0		26.5			0.64
Develop an Appreciation of Music, Drama, and the Fine Arts									
Ideal College	13	18.1%	13	18.1%	46	63.9%	72	100.0%	3.82
M-DCC	20	**28.6%**	21	30.0%	29	41.4%	70	100.0%	3.26
Difference		-10.5		-11.9		22.5			0.56

Figure 7a. Mean Rank of Top 10 Goals - InterAmerican Center

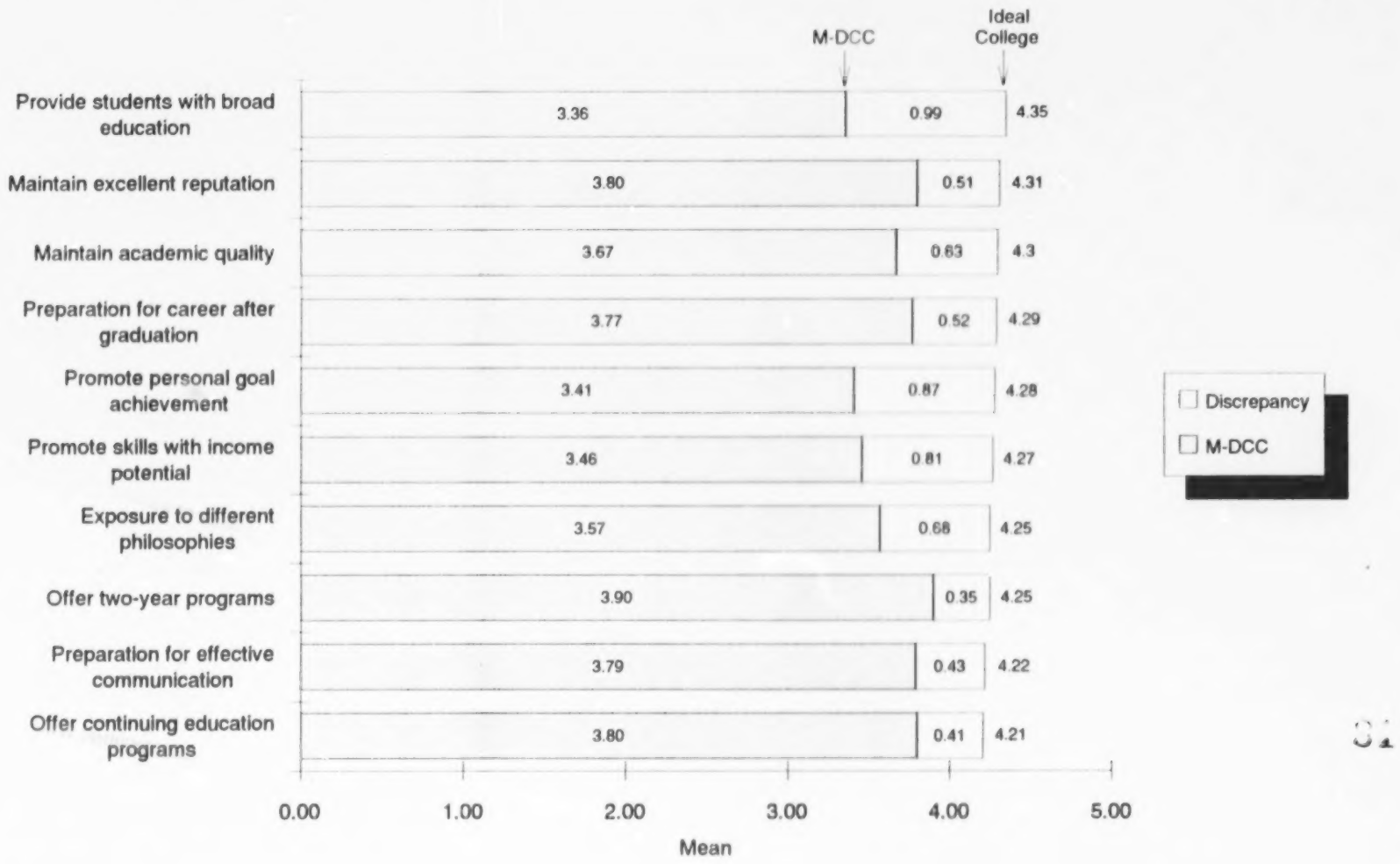


Figure 7b. Mean of Goals Ranked 11-20 - InterAmerican Center

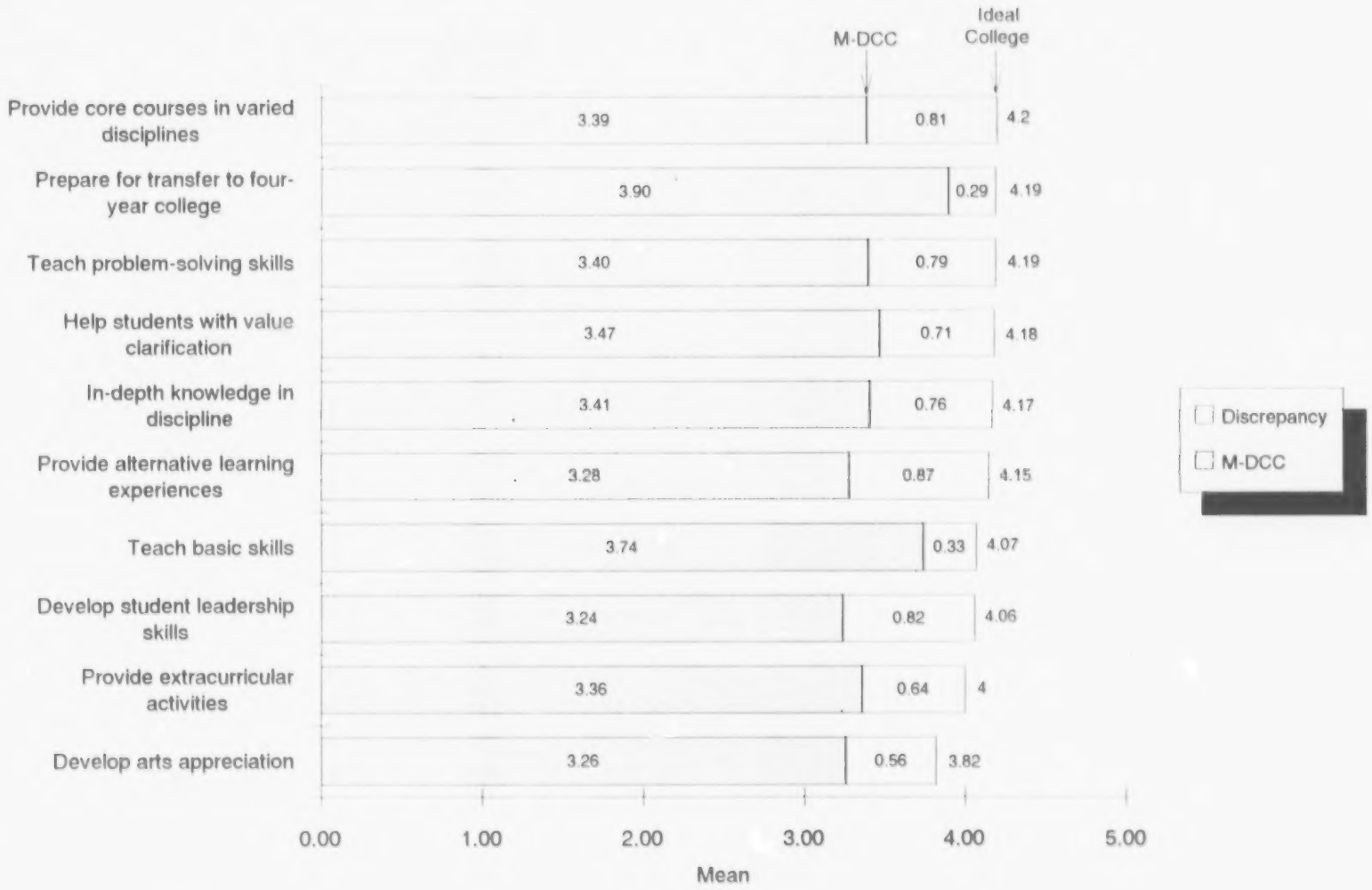


Table 11

Student Agreement and Overall Mean Ratings of 20 Educational Goals for "Ideal" College and M-DCC

Hialeah Center

	Ratings								Mean Rating
	Disagree		Uncertain		Agree		Total		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Prepare Students to Communicate Effectively, Both in Oral and Written Form									
Ideal College	2	3.0%	2	3.0%	62	93.9%	66	100.0%	4.67
M-DCC	7	9.9%	12	16.9%	52	73.2%	71	100.0%	3.89
Difference		-6.8		-13.9		20.7			0.78
Maintain High Academic Quality									
Ideal Colle	1	1.5%	1	1.5%	64	97.0%	66	100.0%	4.67
M-DCC	9	12.5%	16	22.2%	47	65.3%	72	100.0%	3.75
Difference		-11.0		-20.7		31.7			0.92
Maintain an Excellent Reputation									
Ideal College	2	3.0%	2	3.0%	62	93.9%	66	100.0%	4.61
M-DCC	14	20.9%	14	20.9%	39	58.2%	67	100.0%	3.61
Difference		-17.9		-17.9		35.7			1.00
Provide Students with an Opportunity to Become Broadly-Educated									
Ideal College	2	3.0%	3	4.5%	61	92.4%	66	100.0%	4.55
M-DCC	11	15.5%	11	15.5%	49	69.0%	71	100.0%	3.73
Difference		-12.5		-10.9		23.4			0.82
Teach Basic Skills in Reading, Writing and Math									
Ideal College	4	6.2%	2	3.1%	59	90.8%	65	100.0%	4.55
M-DCC	6	8.5%	10	14.1%	55	77.5%	71	100.0%	4.00
Difference		-2.3		-11.0		13.3			0.55
Offer Continuing Education Programs									
Ideal College	3	4.7%	2	3.1%	59	92.2%	64	100.0%	4.53
M-DCC	5	6.9%	15	20.8%	52	72.2%	72	100.0%	3.93
Difference		-2.3		-17.7		20.0			0.60
Help Students Clarify Concerns Regarding Values and Their Significance									
Ideal College	2	3.1%	3	4.7%	59	92.2%	64	100.0%	4.50
M-DCC	10	13.9%	20	27.8%	42	58.3%	72	100.0%	3.63
Difference		-10.8		-23.1		33.9			0.87
Provide Skills That Enable Students to Make More Money									
Ideal College	2	3.0%	6	9.1%	58	87.9%	66	100.0%	4.50
M-DCC	12	16.9%	22	31.0%	37	52.1%	71	100.0%	3.51
Difference		-13.9		-21.9		35.8			0.99
Prepare Students for a Career Upon Graduation									
Ideal College	2	3.1%	3	4.6%	60	92.3%	65	100.0%	4.49
M-DCC	7	9.9%	15	21.1%	49	69.0%	71	100.0%	3.82
Difference		-6.8		-16.5		23.3			0.67
Help Students Acquire Depth of Knowledge in Major Academic Discipline									
Ideal College	2	3.0%	3	4.5%	61	92.4%	66	100.0%	4.47
M-DCC	7	9.7%	24	33.3%	41	56.9%	72	100.0%	3.60
Difference		-6.7		-28.8		35.5			0.87

Table 11

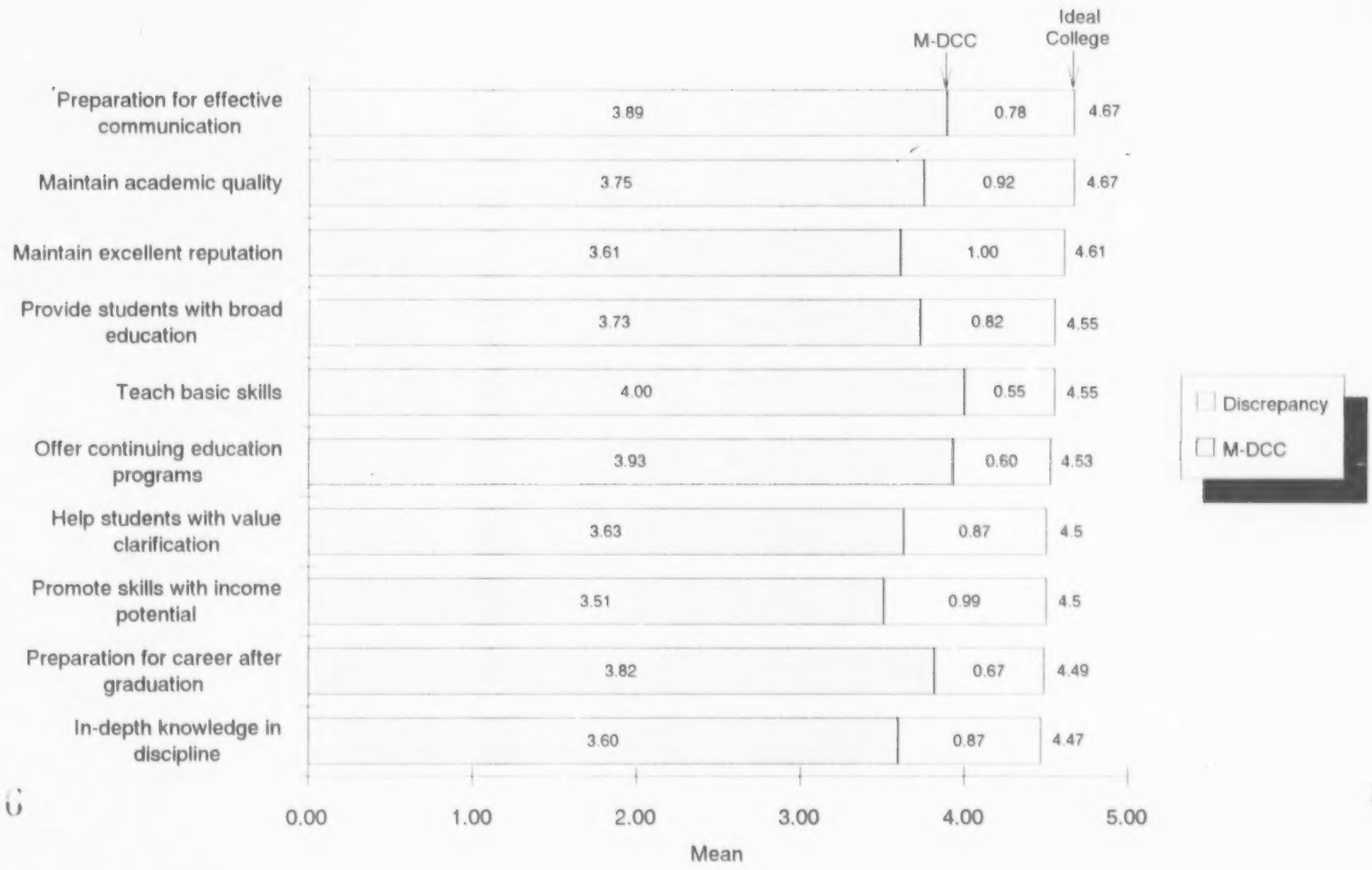
(continued)

Student Agreement and Overall Mean Ratings of 20 Educational Goals for "Ideal" College and M-DCC

Hialeah Center

	Ratings									
	Disagree		Uncertain		Agree		Total		Mean
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Rating
Offer Programs that are Completed in Two Years									
Ideal College	3	4.5%	3	4.5%	60	90.9%	66	100.0%	4.45
M-DCC	5	7.0%	7	9.9%	59	**83.1%**	71	100.0%	3.99
Difference		-2.5		-5.3		7.8			0.46
Provide Assistance in Identifying Personal Goals and Develop Means of Achieving Them									
Ideal College	3	4.6%	4	6.2%	58	89.2%	65	100.0%	4.43
M-DCC	12	17.1%	18	25.7%	40	57.1%	70	100.0%	3.56
Difference		-12.5		-19.6		32.1			0.87
Provide a Variety of Experiences Beyond Lectures and Labs (Internships, Independent Study, Cooperative Education, Community Service, etc.)									
Ideal College	3	4.5%	4	6.1%	59	89.4%	66	100.0%	4.42
M-DCC	12	16.7%	17	23.6%	43	59.7%	72	100.0%	3.56
Difference		-12.1		-17.6		29.7			0.86
Teach Skills to Identify Problems, Evaluate Evidence, and Pursue Solutions									
Ideal College	3	4.5%	6	9.1%	57	86.4%	66	100.0%	4.41
M-DCC	13	18.1%	15	20.8%	44	**61.1%**	72	100.0%	3.58
Difference		-13.5		-11.7		25.3			0.83
Provide Core Courses that Expose Students to a Variety of Academic Disciplines									
Ideal College	3	4.6%	5	7.7%	57	87.7%	65	100.0%	4.38
M-DCC	6	8.3%	26	36.1%	40	55.6%	72	100.0%	3.61
Difference		-3.7		-28.4		32.1			0.77
Provide Students with an Awareness of Different Philosophies, Cultures, and Ways of Life									
Ideal College	4	6.2%	7	10.8%	54	83.1%	65	100.0%	4.34
M-DCC	13	18.1%	18	25.0%	41	56.9%	72	100.0%	3.59
Difference		-11.9		-14.2		26.1			0.75
Provide Extracurricular Activities Such as Student Government, Theater Productions, Music Groups, etc.									
Ideal College	2	3.0%	7	10.6%	57	86.4%	66	100.0%	4.29
M-DCC	14	19.4%	20	27.8%	38	52.8%	72	100.0%	3.46
Difference		-16.4		-17.2		33.6			0.83
Prepare Students for Transfer to a Four-Year College									
Ideal College	9	13.6%	3	4.5%	54	81.8%	66	100.0%	4.26
M-DCC	9	12.9%	15	21.4%	46	**65.7%**	70	100.0%	3.76
Difference		0.8		-16.9		16.1			0.50
Develop an Appreciation of Music, Drama, and the Fine Arts									
Ideal College	3	4.7%	9	14.1%	52	81.3%	64	100.0%	4.25
M-DCC	12	16.7%	19	26.4%	41	56.9%	72	100.0%	3.57
Difference		-12.0		-12.3		24.3			0.68
Develop Student Leadership Qualities									
Ideal College	5	7.6%	6	9.1%	55	83.3%	66	100.0%	4.24
M-DCC	14	19.7%	20	28.2%	37	52.1%	71	100.0%	3.45
Difference		-12.1		-19.1		31.2			0.79

Figure 8a. Mean Rank of Top 10 Goals - Hialeah Center



86

87

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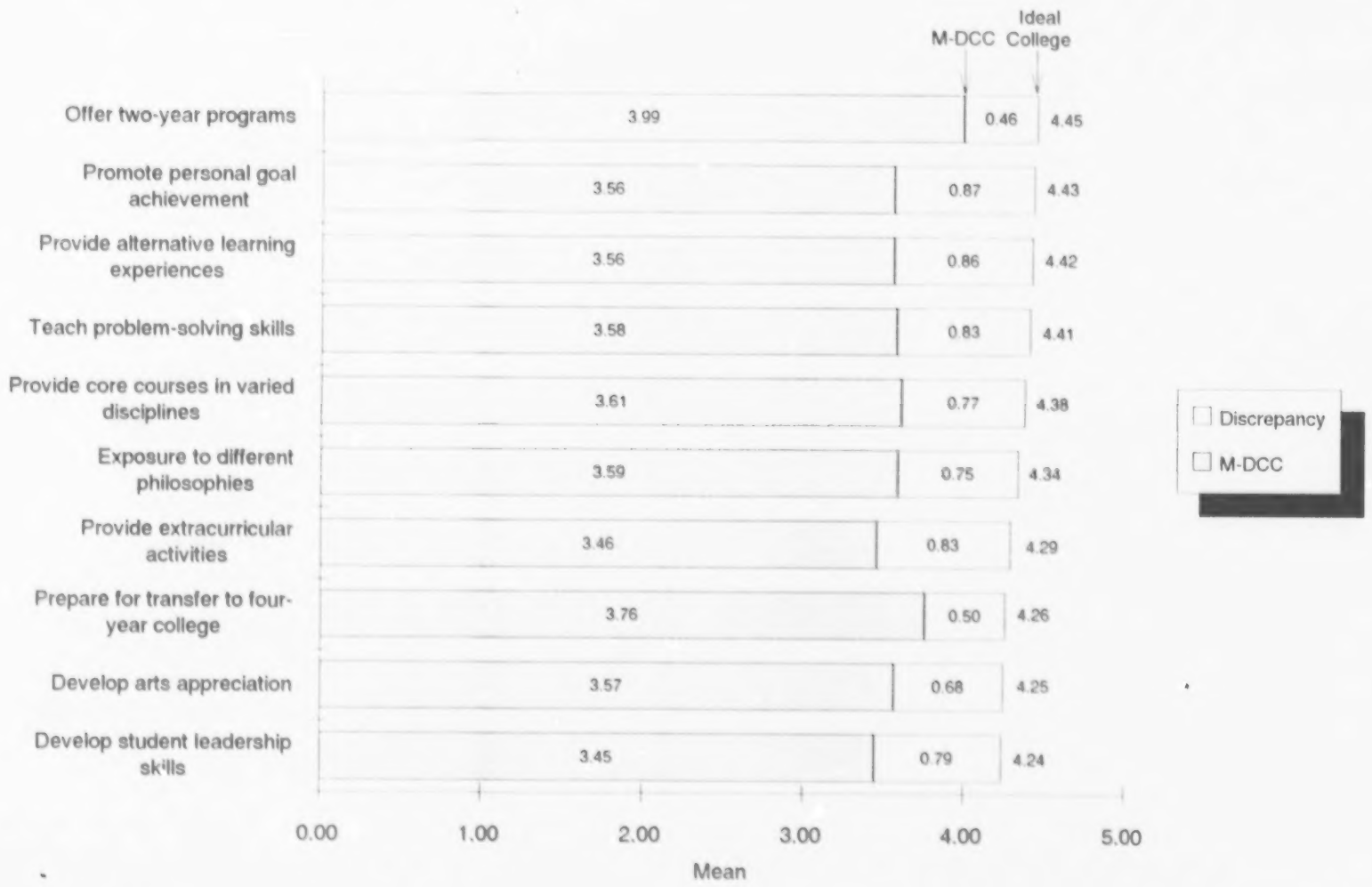
GOALS_HC.XLT Chart 1

Figure 8b. Mean of Goals Ranked 11-20 - Hialeah Center



Miami-Dade Community College (M-DCC)

Dear Student:

Miami-Dade Community College is conducting a survey of students to collect information that will help improve the quality of programs and services at M-DCC. Please answer the following questions regarding your impressions of your educational experience at M-DCC. Thank you for your participation.

Marking Instructions

- Use No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the circle completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

INCORRECT MARKS	CORRECT MARK
✓ ✗ ▬ •	●

ENROLLED STUDENT SURVEY

Gender:
- Male
- Female

Age:
- Under 18
- 18-19
- 20-25
- 26-30
- 31-50
- 51-64
- 65 or older

Ethnic Group:
- Black Non-Hispanic
- White Non-Hispanic
- Asian/Pacific Islander
- American Indian
- Hispanic
- Other

M-DCC GPA:
- Below 2.0
- 2.0-3.49
- 3.5 and above
- Not applicable

Status:
- Full-time
- Part-time

How many credits have you completed?
- None
- 1-15
- 16-30
- 31-45
- 46-60
- More than 60

Have you ever enrolled in any of the following courses?
- College Preparatory
- English as a Second Language
- Both

Are you seeking a degree or certificate from M-DCC?
- Yes
- No

If yes, which of the following are you seeking?
- Associate in Arts
- Associate in Science
- Vocational Certificate
- Planned Certificate
- Other

If other, please identify what: _____

What is the highest degree you eventually plan to seek?
- Vocational Certificate
- Associate Degree
- Bachelor's
- Master's or higher
- Not seeking a degree

Where do you take <u>most</u> of your classes?
- North
- Kendall
- Wolfson
- Medical
- Homestead
- Interamerican Center
- Hialeah Center
- Entrepreneurial Center
- Other Outreach Center

When do you take <u>most</u> of your classes?
- Day
- Evening
- Weekend

How many hours are you employed each week?
- None
- 1-10
- 11-20
- 21-40
- More than 40

OVER →

Mark Reflex® by NCS EM-154244:321 A2403 Printed in U.S.A.

Please answer questions (1) and (2) for items (a) through (t) in the list below. Each item describes a benefit you might expect from an educational experience at your "Ideal" college and at Miami-Dade Community College. Using the following scale, indicate how much you agree with each item:

SA = Strongly Agree; A = Agree; U = Uncertain; D = Disagree; SD = Strongly Disagree.

IDEAL COLLEGE (1) "The 'ideal' college should..."						*M-DCC* (2) "Miami-Dade Community College does..."					
SD	D	U	A	SA			SD	D	U	A	SA
1	2	3	4	5	a.	prepare students for transfer to a four-year college.	1	2	3	4	5
1	2	3	4	5	b.	offer programs that are completed in two years.	1	2	3	4	5
1	2	3	4	5	c.	offer continuing education programs.	1	2	3	4	5
1	2	3	4	5	d.	prepare students for a career upon graduation.	1	2	3	4	5
1	2	3	4	5	e.	prepare students to communicate effectively, both in oral and written form.	1	2	3	4	5
1	2	3	4	5	f.	develop an appreciation of music, drama, and the fine arts.	1	2	3	4	5
1	2	3	4	5	g.	provide assistance in identifying personal goals and develop means of achieving them.	1	2	3	4	5
1	2	3	4	5	h.	provide a variety of experiences beyond lectures and labs (internships, independent study, cooperative education, community service, etc.).	1	2	3	4	5
1	2	3	4	5	i.	teach skills to identify problems, evaluate evidence, and pursue solutions.	1	2	3	4	5
1	2	3	4	5	j.	develop student leadership qualities.	1	2	3	4	5
1	2	3	4	5	k.	provide skills that enable students to make more money.	1	2	3	4	5
1	2	3	4	5	l.	provide students with an awareness of different philosophies, cultures, and ways of life.	1	2	3	4	5
1	2	3	4	5	m.	provide core courses that expose students to a variety of academic disciplines.	1	2	3	4	5
1	2	3	4	5	n.	help students acquire depth of knowledge in major academic discipline.	1	2	3	4	5
1	2	3	4	5	o.	provide extracurricular activities such as student government, theater productions, music groups, etc.	1	2	3	4	5
1	2	3	4	5	p.	provide students with an opportunity to become broadly-educated.	1	2	3	4	5
1	2	3	4	5	q.	teach basic skills in reading, writing and math.		2	3	4	5
1	2	3	4	5	r.	help students clarify concerns regarding values and their significance.	1	2	3	4	5
1	2	3	4	5	s.	maintain high academic quality.	1	2	3	4	5
1	2	3	4	5	t.	maintain an excellent reputation.	1	2	3	4	5

How satisfied are you with Miami-Dade Community College?

- Very satisfied
- Somewhat satisfied
- Indifferent
- Somewhat dissatisfied
- Very dissatisfied

Please return this completed form to Institutional Research, Bonnie McCabe Building, Room 5601, 300 N.E. 2nd Avenue, Miami, FL 33132-2297. Thank you very much.

BEST COPY AVAILABLE

INSTITUTIONAL SELF STUDY

North
Kendall
Wolfson
Medical Center
Homestead
District
1993 - 1995

Miami-Dade COMMUNITY COLLEGE

March 9, 1994

Dear Faculty Member:

As part of the Miami-Dade's Institutional Self-Study for Re-accreditation, we are conducting a survey of students enrolled in a random sample of classes college-wide. The sample consists of approximately 200 classes. Your receipt of this letter indicates that the class noted on the attached label has been selected as part of the sample. This letter is an early alert to you that the survey will follow in about two weeks.

Since the sample is small, we need a high return rate in order to be able to generalize student responses to the population of students as a whole. For this reason, we would like you to administer the survey during class. The survey will take approximately 15-20 minutes to complete and a packet, including directions, will be sent within the next two weeks. We recognize that this is an inconvenience, and gratefully acknowledge your effort on behalf of the self-study.

If you are unable to participate in this survey, please return this letter and the attached label to Dr. Cathy Morris, Institutional Research, Bonnie McCabe Building, Room 5601. We will need to select an alternate classroom for the sample.

We appreciate your cooperation in the collection of this important student information. Thank you in advance.

Cordially,

Cathy Morris, Ph.D.
Dean, Institutional Research

CM/rmz

RZ94-731

INSTITUTIONAL SELF STUDY

North
Kendall
Wolfson
Medical Center
Homestead
District
1993 - 1995

Miami-Dade COMMUNITY COLLEGE

March 18, 1994

Dear Faculty Member;

Over a week ago, I sent you a letter alerting you to an upcoming survey of students enrolled in a random sample of classes. Enclosed are the forms for your participation in the survey. Please administer the survey in the course and sequence number noted on the label above. Because the survey items are split into two forms, you will have both red and orange questionnaires in this packet. Each student should complete only one form.

Please select a convenient class date during the next two weeks to administer the survey. Allow approximately 15 to 20 minutes for the students to answer the questions. If a student has completed the survey in another class, please ask him/her to complete it again. The selection of classes was random and, on a student level, we need full participation.

Please read the directions below to students. While they are not required to complete the survey, the directions will hopefully encourage them to do so.

DIRECTIONS:

"As part of an Institutional Self-Study for reaccreditation, Miami-Dade is gathering student input to improve quality. You are part of a sample of students who have been chosen to comment on our programs and services. Your answers are important to us, since you will be representing student opinion at Miami-Dade. Please answer every question on both sides of the survey. Thank you for your help."

Please collect the completed surveys and send them, along with any unused surveys, in the return envelope addressed to: Sylvia Fisher, Institutional Research, Bonnie McCabe Hall, Room 5601. If you have any questions, she can be reached at 7-7463.

I appreciate your cooperation in the collection of this important student information.

Thank you.

Cordially,

Cathy Morris

CM/rmz

Enclosures

RZ94-737